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ABSTRACT

An effort to better prepare Choctaw youngsters for kindergarten, the Choctaw Culture Early Education Program developed a resource of 58 activities adapted to meet the needs of Choctaw 3- and 4-year olds. The activities are divided into four sections pertaining to getting started, relating to five project publications (How the Flowers Came to Be, The Tale of the Possum, Sokosi Aliha--Little Pigs, Welcome to Choctaw Fair, and Looking Around--No Ya Pisa), matching activities, and miscellaneous. Each activity provides the following information: name of activity, objectives, materials needed, procedures, and things to talk about. Examples of some of the activities are classroom helpers charts, learning center markers (medallion-style necklaces worn to indicate which learning center a child is to be participating in), straw puppets in a cup, possum attendance chart, bacon and eggs, weather match, color match drums, Choctaw frog pattern match, drop and see, Choctaw clothes line game, number jigsaw puzzle, Choctaw chanter's sticks, how hominy is made, Siti puzzle, stringing the drum, washer-hooker board, and Loksi story puzzle. Black and white photographs illustrate some of the activities. (ERB)

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CHOCTAW CULTURE
EARLY EDUCATION ACTIVITIES

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INTRODUCTION

The activities in this book were developed by the staff of the Choctaw Culture Early Education Program, Mississippi Band of Choctaw Indians. These activities were used in the community centers during the life of the program with three and four year olds. While the activities were originally designed for preschoolers, many can be used in early grades with little or no changes. We do not claim to have developed all of these ideas on our own. We have borrowed heavily from existing early childhood publications and adapted them for use here on the reservation. You may wish to adapt them to your own special needs.

As a classroom instructor you will need to do some construction to use the activities in this book, but do not despair, remember the people who made these activities the first time probably live right down the road from you. We would like people to use this book as many ways as possible, so feel free to make copies and distribute to anyone you think would like to have a particular activity.

The Choctaw Culture Early Education Program was conceived as an experimental project to show that by using Choctaw Culture and Early Childhood Educational techniques together, our students here could go into kindergarten better prepared to do the work expected of them. Our test results show some staggering improvements in all areas of development; from large motor to language, the average gain was two years during the eight month classroom term. We hope that by producing this book some of the success we had with our students will be continued in your classroom. Good luck. Have fun, we did.

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Appendix

Classroom Helpers Charts

1. **Name of Activity:** **Classroom Helpers Charts**

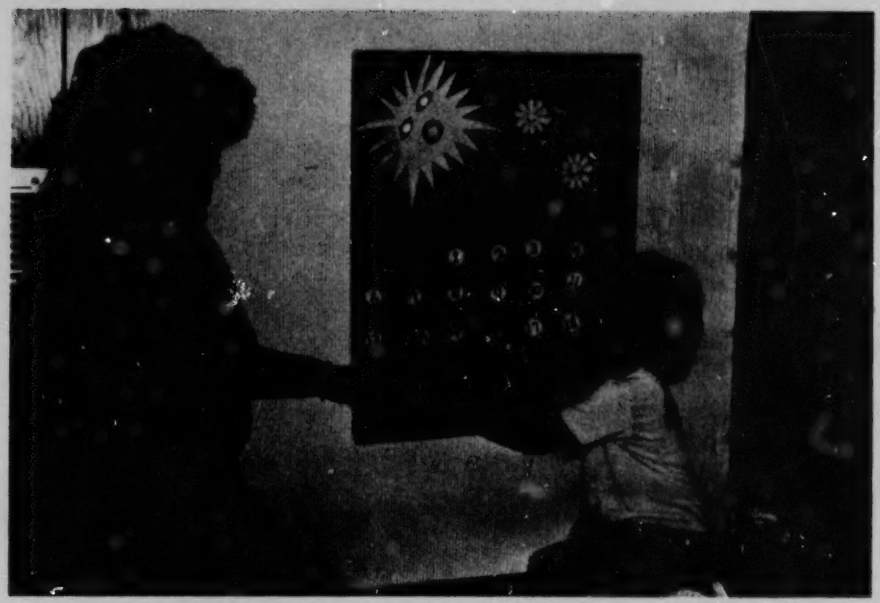
2. **Objectives:** To develop sense of responsibility and self-esteem.
Picture detail awareness.
To develop sense of pride about one's surroundings.

3. **Materials Needed:** Chart containing rabbit with pockets on his Choctaw clothes (The pockets have drawings on them to represent: calendar, table clean-up, weather, classroom helpers.

4. **Procedures:** Place children's names in the pockets each day to indicate their responsibilities.
Rotate the names so that everyone gets to do everything at least one time.

5. **Things to Talk About:** Why do we need classroom helpers?

Calendar Chart



1. **Name of Activity:** **Calendar Chart**

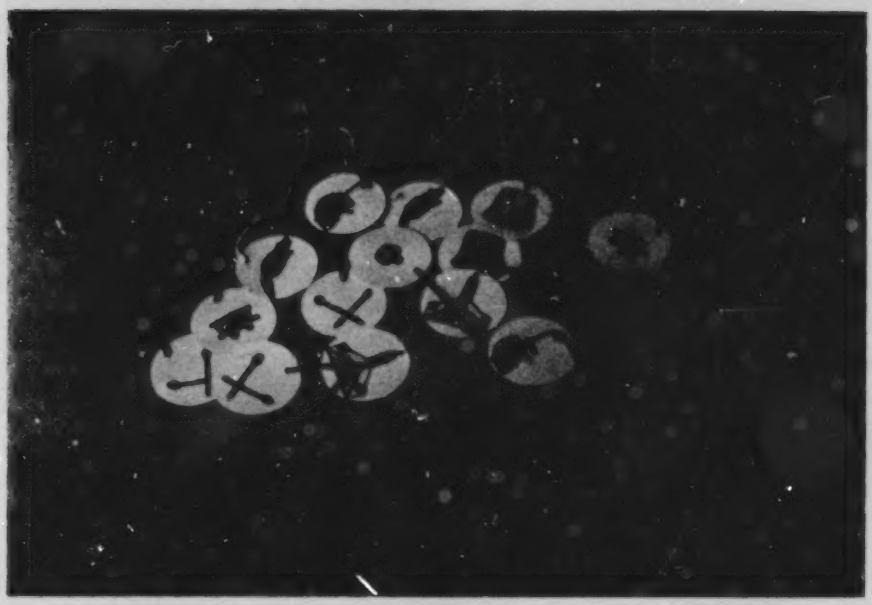
2. **Objectives:**
To develop concepts of day, week, month, year, etc.
Number sequence
Language development in English and Choctaw

3. **Materials Needed:**
Calendar Chart with both English and Choctaw names of the days of the week on it.
Masking tape
Flowers with numbers in center of them (1-31)

4. **Procedures:**
Each day a different child finds the correct flower
Number for the day of the month and places it on the chart with masking
Discuss the day's name and date

5. **Things to Talk About:**
What do you do on Sunday? On Saturday? Which day of the week do you like best?

Learning Center Marker/ Necklace



1. **Name of Activity:** **Learning Center Marker/Necklace**

2. **Objectives:** To improve classification skills
To follow directions
To use symbols for places markers

3. **Materials Needed:** Necklaces fashioned out of 4" circles (poster board), which contain pictures, with a hole punched near the edge of the circle, and a yarn string is pulled through the hole and tied so it can be slipped over the child's head - a medallion - style necklace. (5-6 necklaces of each kind are needed.)

4. **Procedures:** Explain to children that the necklaces represent the type of learning center they are to go to (example: the ball sticks = play/game center; the pot = cooking center, etc.) They wear the necklace while at the center and change to another necklace when they leave.

5. **Things to Talk About:** The necklaces can be used to play a classification game: All the raccoons stand up; all the ball sticks stand on one foot, etc.

How Flowers Came To Be

HOW THE FLOWERS CAME TO BE

Teacher's Guide

How The Flowers Came To Be is a Choctaw story that reinforces many traditional Choctaw values. The granddaughter learns from her elders about observing and respecting Nature and conserving her many gifts. The oral tradition is featured as a teaching method which imparts knowledge and values. The child is given an understanding of the interrelatedness of all things, the importance of keeping cultural knowledge, of giving to others, if spiritual power, of respect for one's elders. (The celestial event referred to was the Crab Nebula Supernova-the explosion of a giant star, which happened in 1054 A.D. and was recorded in rock art and oral traditions by native people. The Constellation of the Seven Sisters is the Pleides.) The suggested activities that follow are designed to assist in cognitive development by providing experiences in sequencing, seriation, one to one correspondence, number and color recognition, counting, and creative expression. Introductory science concepts relating to Constellations, spiders and the growing cycles of plants, are also included. It is our hope that this book and teacher's guide will enable cognitive and cultural learning to blend in enjoyable experiences for our children.

Suggested Activities:

1. Introduce **How the Flowers Come to Be** book.

   a. Read it to students

   b. Retell the story using hand puppets of Mississippi wildflowers (i.e.) tiger lilly, wild iris, red clover, buttercups, black-eyed susan, etc.)

   c. Create set of Mississippi wildflower finger puppets and people finger puppets to retell story with. Leave in language area of classroom.

2. Flowers matching game:
   a. Talk about the cover of the book which depicts the people's prayers "going up" and changing into flowers that come to live on earth.

   b. Prepare and shapes using red, orange, yellow, green, blue and purple for both sets of shapes.

   c. Keep the "prayers" and "flowers" in a Choctaw basket for matching colors and 1-1 correspondence.

How The Flowers Came To Be Seriation

1. **Name of Activity:** **How The Flowers Came To Be Seriation**

2. **Objectives:**
To Familiarize children with Mississippi wildflowers
To Identify Mississippi wildflowers
Matching colors
To develop vocabulary
Language Development

3. **Materials Needed:**
One set of wildflower cards (7 to a set)
Markers
Envelopes for storage 9 x 12

4. **Procedures:**
Put the baskets in order of size (start with small to large or large to small....)
Put the stars in order of size...
Put the flowers in order of size...

Variation:
Put all the flowers in a Choctaw basket. Match the colors. Match the sizes.

5. **Things to Talk About:**
Variation:
Also cut out flannelboard flowers from bright felt.

Straw Puppets in a Cup

1. **Name of Activity:** **Straw Puppets in a Cup**

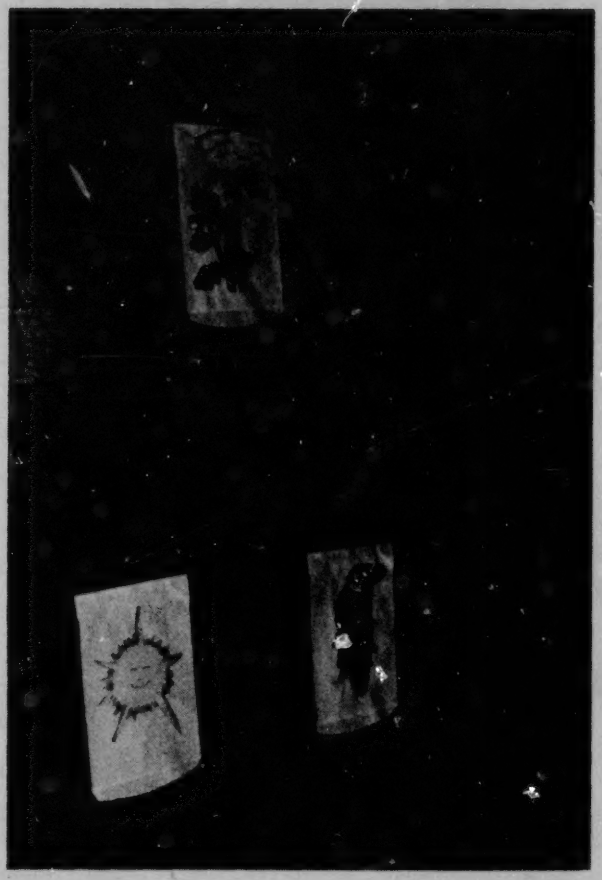
2. **Objectives:**
Strengthening of oral language skills in English
Development of story sequence concept
Encouragement of creative expression

3. **Materials Needed:**
Storybook: **How the Flowers Came to Be**
Felt flowers attached to plastic drinking staws
Painted pictures of characters from the story cut out and attach to straws
Cup made to look like Choctaw basket

4. **Procedures:**
After having heard the story read to them *several* times, the following activities can be done:
   1) Children act out story as teacher reads it (creative dramatics)
   2) Children retell the story in their words and act out the story using the puppets
   3) Children select a puppet and tell about the puppet

5. **Things to Talk About:** Is the story truth or fiction? Why? Why should people respect flowers and other growing plants? How do plants help us?

Napakali Puppets



1. **Name of Activity:** **Napakali Puppets**

2. **Objectives:** Retelling Choctaw Story of **How Flowers Came to Be**
Oral language Development
Bilingual vocabulary development and labeling

3. **Materials Needed:** Flower puppets on socks for teacher
Photocopies of flowers
stapler or scotch tape
magic markers
crayons or watercolors
contact paper

4. **Procedures:** Let each child have 1 set of drawings 8½" x 11"
Color - noting pictures of actual flowers

5. **Things to Talk About:** Creative language experiences

Flowers Matching Game

1. **Name of Activity:** **Flowers Matching Game**

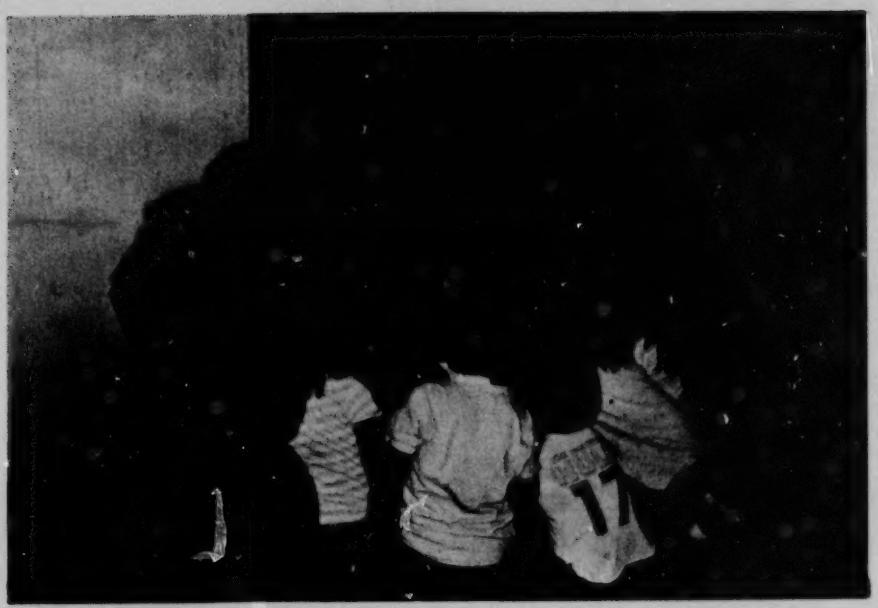
2. **Objectives:**
Attention to detail and shapes
Matching colors with words
One-to-one correspondence
Conceptual understanding of "smallest to largest"

3. **Materials Needed:**
Book: **How The Flowers Came To Be**
Felt flowers of all colors cut in shapes of flowers found in the book.
Choctaw basket in which to keep the felt flowers

4. **Procedures:**
After reading and discussing the book, the following activities may be done:
   a) point to a flower in the book and let children locate the same flower shape in the felt flowers.
   b) Say a color name and let children hold up flowers of that color.
   c) Let children find the same number of felt flowers as there are flowers on a page the teacher points to
   d) Let children arrange the felt flowers from smallest to largest.

5. **Things to Talk About:**
What other gifts has nature given us (trees, rivers, etc.)? Why did the sisters go down to Earth?

The Tale of the Possum



1. **Name of Activity:** **The Tale of the Possum (A Story)**

2. **Objectives:**
To improve listening skills
To encourage creative expression
To reinforce concept of story sequence

3. **Materials Needed:**
Book, **The Tale of the Possum**
Possum puppet
Tree (limb from a real tree)
Raccoon puppet

4. **Procedures:**
Read and discuss the story
Let children use puppets to act out the story as it is read again.
Later, let children tell story and act it out at the same time using the puppets.

5. **Things to Talk About:**
You tell me the story. What is it about the story that you like?
What is the last thing that happened in the story?

'Possum Attendance Chart'

25

1. **Name of Activity:** **'Possum Attendance Chart'**

2. **Objectives:**
Promote positive self-concept
Develop and strengthen name recognition

3. **Materials Needed:**
Brown and green construction paper
possum pattern drawn on gray construction paper or color the possum gray with pink tail
contact paper
pipe cleaner (pink if possible) as reinforcement for tails

4. **Procedures:**
Make a tree with several branches from which children can hang their possums.
Add a green top or green leaves.
Make a possum for each child with his name written in black magic marker.
Cover the possums with clear contact paper.
As each child comes into school, have him hang his possum on the tree.

5. **Things to Talk About:**
The attendance chart can be used at circle time for counting, name recognition, one-to-one correspondence, etc...
The possum is common in Choctaw stories.
He likes to play tricks.

"Possum and Raccoon" Story

27

1. **Name of Activity:** **"Possum and Raccoon" Story Sequencing**

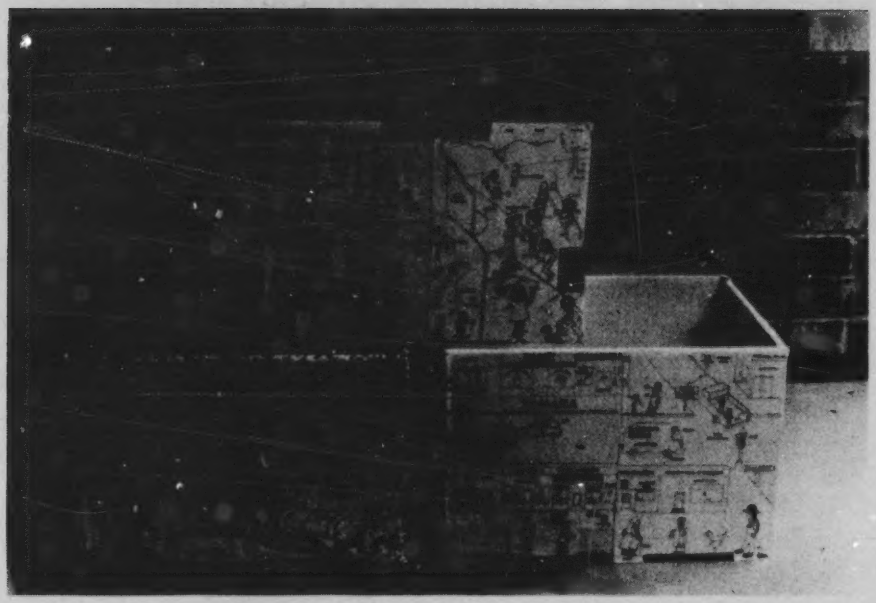
2. **Objectives:**
Interpreting pictures and details
Developing logical thinking
Strengthening left-to-right progression
Placing a series of pictured events in sequence to tell a story.

3. **Materials Needed:**
Group of pictures from "Possum and Raccoon" story
Small pocket chart for pictures made by stapling a ½" strip along bottom of cardboard rectangle.
Small envelope for pictures.
Large envelope for entire activity storage.

4. **Procedures:**
The child hears "Possum and Raccoon" several times in several forms (i.e. hand puppet show, storybook, flannelboard, stick puppets, etc.)
The child looks through the pictures.
He decides what he thinks happened in the story and places the first pictures in the sequence at the left.
The next picture shows the second event, and so forth, until the story is told.

5. **Things to Talk About:** Tell me about this story. Which picture happened first? How do you think the 'possum feels in this story? How do you think the raccoon feels? Why do you think they feel this way? What part of story did you like best?

Na Yo Pisa Intellectual Kits



1. **Name of Activity:** **Na Yo Pisa Intellectual Kits**

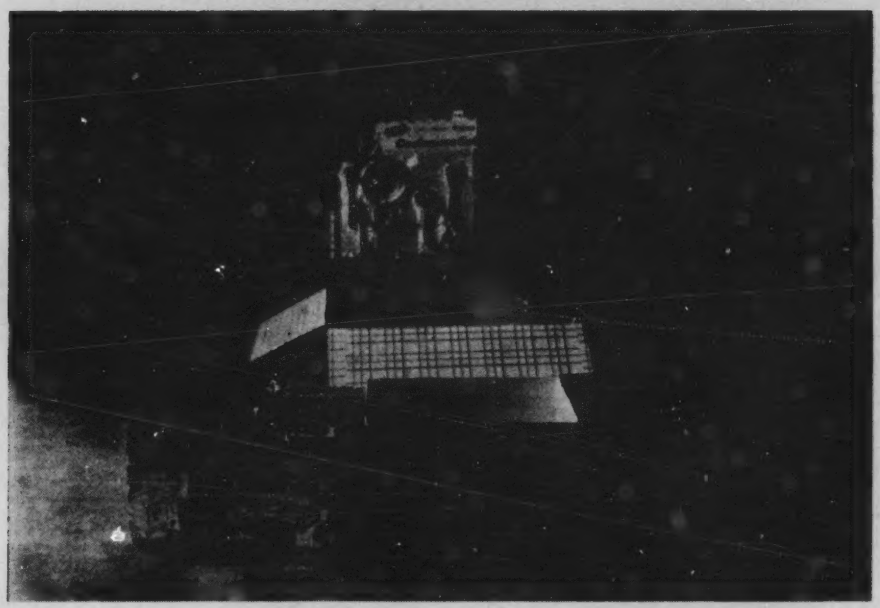
2. **Objectives:**
Stimulate language development
Encourage creative expression
Develop classification skills
Identify common items

3. **Materials Needed:**
3 large boxes for child-created containers for activity
Photocopies backed with cardboard and covered with contact paper
Actual items from Na Yo Pisa (or presentation)

4. **Procedures:**
Let children create 1 box to look like a typical home, 1 box as a school, 1 box as a store
Collect items found in **Na Yo Pisa** (if size is prohibitive, cut out pictures from magazines and paste on tagboard)
Students classify items
Students match actual item to picture of item in **Na Yo Pisa**

5. **Things to Talk About:**
What things are made to be used? What things are decoration? What is used for entertainment? What are other categories? Makeup a story about an item in the kit.

Na Yo Pisa Household Sorting Box



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1. **Name of Activity:** **Na Yo Pisa Household Sorting Box**

2. **Objectives:**
Identify common household items
Strengthen eye-hand coordination
Develop classification skills

3. **Materials Needed:**
1 large cardboard box with lid
3 small cardboard boxes of similar size, with no lids.
Colored construction paper
Contact paper or wrapping paper
Colored felt tip markers
Glue
Tape
Scissors

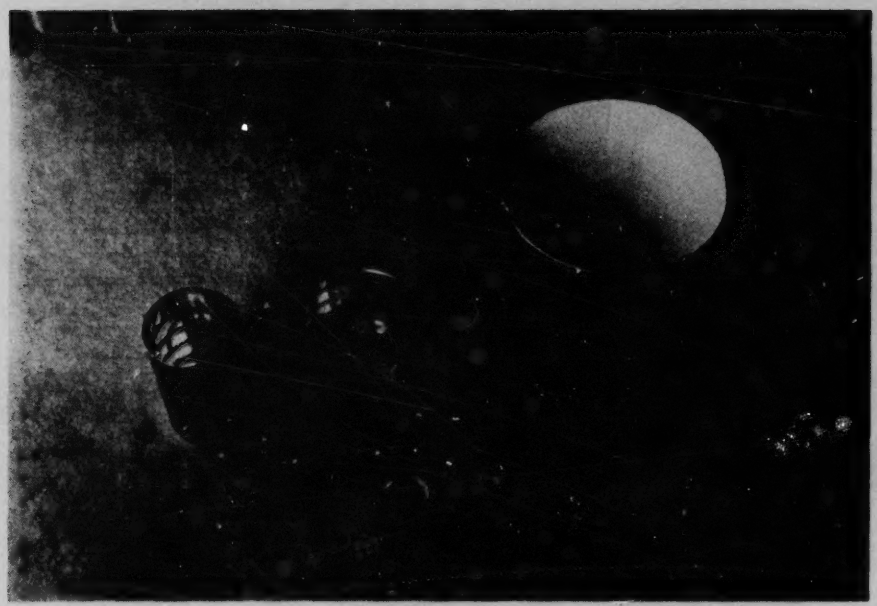
HOUSEHOLD ITEMS

plates	cups	cookie
measuring cups	toothbrush	hairbrush
scissors	lipstick	toilet paper
bandaid box	telephone	teapot
washcloth	towel	sponge
baby bottle	dustpan	records
etc.		

4. **Procedures:**
Put all household items collected in large box
Cover three small boxes with colored construction paper, contact paper, or wrapping paper.
On the outside of each of these boxes, draw a room from a house (i.e. kitchen, bathroom, living room.)
Write the name of each room under its picture

5. **Things to Talk About:** Child takes household item from large box. "In what room would you find the washcloth? What item could be found in more than one room? Would you like to collect pictures (or items) so we could make another game about school, or town?"

Washer Toss



1. **Name of Activity:** **Washer Toss**

2. **Objectives:**
Eye-hand coordination
Small and Large muscle Coordination
Taking turns in a group

3. **Materials Needed:**
Several washers from hardware store (2-3″ in diameter and decorated with magic marker to show Choctaw designs)
A 8″ hole in the ground (or a large, heavy can)

4. **Procedures:**
Children, one at a time, try to throw washers in the hole. Start at 4 feet distance and increase by 1 foot each time child shows proficiency.
One point is gained for each washer pitched in the hole.

5. **Things to Talk About:**
What else are washers used for? Count the washers gotten in the hole, not gotten in the hole, etc.

Na Yo Pisa Word Cards

1. **Name of Activity:** **Na Yo Pisa Word Cards**

2. **Objectives:**
Stimulate verbal skills
Develop word-associate skills
Expand vocabulary in Choctaw & English

3. **Materials Needed:**
Tagboard cards
Photocopies (or pictures cut from magazines) of objects with word printed underneath
Glue
Felt tip markers
Contact paper
Stapler
Scissors

4. **Procedures:**
Use as flash cards for verbal recognition of pictures.
Use for classification activities.
Possible categories for classification: Home, school, town
people
stores
animals
inside/outside
things people wear
things people do
things people use

5. **Things to Talk About:** Imagine what is unseen in pictures. Take field trips to the places depicted in **Na Yo Pisa**. Play charades... Do all the things people are doing in book. Think of all the words you can for each object (i.e. show = theater, movie, flick, cinema, Ellis...)

Šokoši Aĺiha (Little Pig)

37

1. **Name of Activity:** **Šokoši Aĥa (Little Pig)**

2. **Objectives:** Improvement of listening skills
Development of English and Choctaw language skills
Counting experience (1-10 in both language)

3. **Materials Needed:** The book, Šokoši Aĥa (Little Pigs)

4. **Procedures:** Read and discuss the book with the children, in the language desired.
Let children count the pigs in the truck on the last page.
Let children use the finger puppets to repeat the story and act it out.

5. **Things to Talk About:** Use a map of the Choctaw communities and let children find each community on the map.

Help The Little Pigs Find The Hominy

1. **Name of Activity:** **Help the Little Pigs Find the Hominy**

2. **Objectives:**
Familiarize children with Choctaws Communities
Identify shapes of circle, diamond, half-diamond, squares, rectangle.
Identify colors

3. **Materials Needed:**
2 sheets posterboard
5 piggy markers
magic markers
1½" x 2" cards with shapes and community pictures drawn on them.
Community names should be written on the picture card also.
Some of the cards should be return cards
For example: "Ran out of gas. Go to Bogue Homa"
"Return to Conehatta and make another basket."
"Hurt in the stickball game. Sit out a turn in the Pearl River."
"Need a new hat band. Go to Red Water."
"Go to Tucker and try for another home run."
"Oops, torn shirt! Go to Standing Pine for a new one."
Candy Corn or Corn nuts for "feast" at end of game.

4. **Procedures:**
Five children may play the game
The first child chooses a card and moves to the nearest space indicated by the card.
Encourage children to identify the shape and color they land on, or the community
The first child to reach the pot of hominy gets to pass out the hominy (candy corn or corn nuts)

5. **Things to Talk About:**
Talk about the importance of the community, and the sharing that must take place within and among communities.
Discuss the cultural tradition of sharing whatever we have with others.
Discuss the feelings the person or people who "get" might have.
Discuss the importance of taking care of each other.

Bacon and Eggs

1. **Name of Activity:** **Bacon and Eggs**

2. **Objectives:** Importance of meat in our diet
Importance of pig
Manipulative practice

3. **Materials Needed:** Paper plates
Felt pieces to represent bacon (brown felt cut to look like bacon) and eggs (white felt with yellow centers to look like eggs)

4. **Procedures:** Child pretends he or she is having a meal.
They select the number of bacon pieces and eggs they want to eat and arrange them on the plate.

5. **Things to Talk About:** Where does bacon come from? In what other ways is the pig important to Choctaw? What other foods do you like to eat with bacon and eggs?

Welcome To Choctaw Fair

1. **Name of Activity:** **Welcome to Choctaw Fair (A Book)**

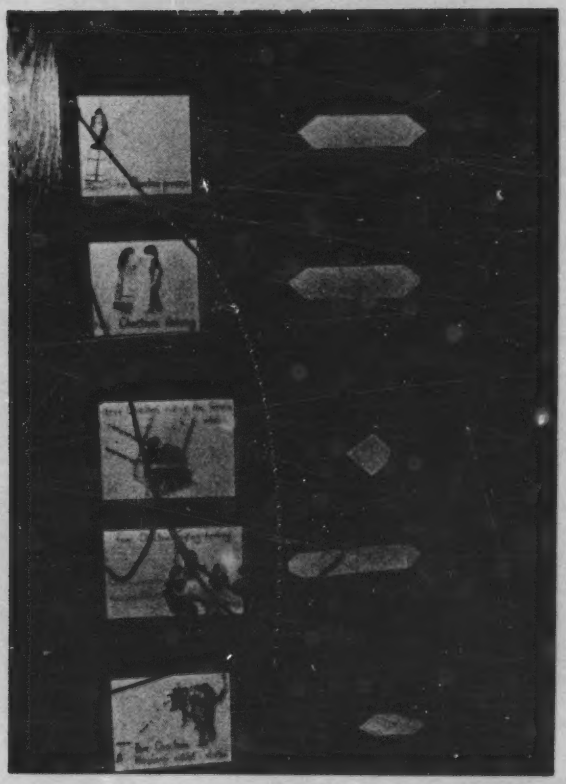
2. **Objectives:**
Practice in numeral identification
Identification of shapes: diamond, triangle, circle, rectangle
One-to-one correspondence

3. **Materials Needed:**
The book, **Welcome to Choctaw Fair**
Numerals 1-5 written on cards

4. **Procedures:**
Read and discuss the book with the children
Let the children identify numerals and count aloud as each page is read.
Later, hold up one of the numeral cards and let the children find the pages that has that number of people on it.
Let children find and point to shapes on the various pages; diamond, triangle, circle and rectangle.

5. **Things to Talk About:** Let children share the experiences they have had at the Choctaw Fair.

Number Matching Game



1. **Name of Activity:** **Number Matching Game**

2. **Objectives:** One-to-one correspondence
Language development
Matching practice

3. **Materials Needed:** 3 large, red posters which contain pictures, numerals, and yarn
Masking tape

4. **Procedures:** Child looks at the picture as the teacher reads the words which go with it, and then places the yarn attached to it on the correct numeral (hold it on the numeral with masking tape)

5. **Things to Talk About:** What other things do you see at the Choctaw Fair? What is your favorite thing to do at the Fair?

Weather Match

47

1. **Name of Activity:** **Weather Match**

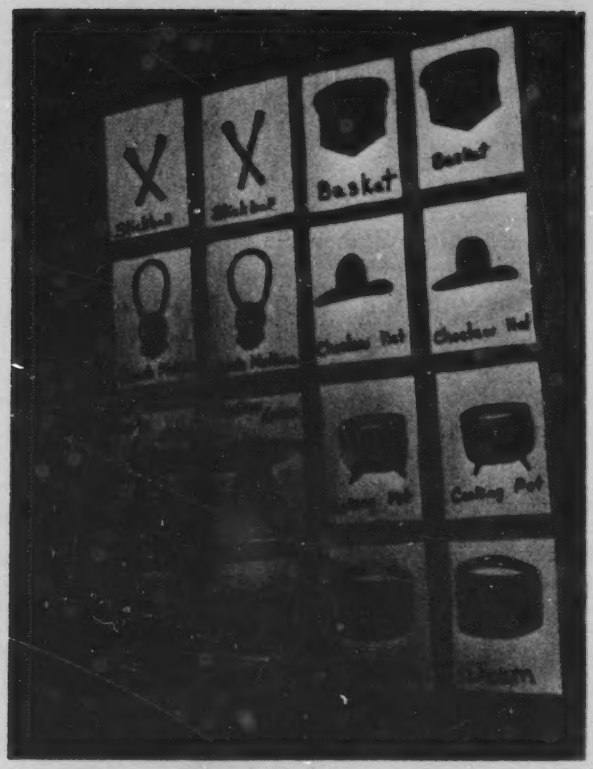
2. **Objectives:**
Reading readiness-matching words with pictures.
Attention to details
Classifying
Learning label names for weather

3. **Materials Needed:**
Weather Match folder
Weather labels (can be kept in envelope attached to back of folder)

4. **Procedures:**
The child matches the correct word (weather label) with each picture.
Less confident children may rely on color coding while acquiring readiness skills which lead to reading (the teacher should say the word and then let the child see if he or she can locate it).
Confident and developmentally ready children will be able to match the labels and pictures on their own, eventually.

5. **Things to Talk About:**
Feelings that different kinds of weather promote in people.
What clues in the picture help us know the kind of weather it represents.

Match the Choctaw Object



1. **Name of Activity:** **Match the Choctaw Object**

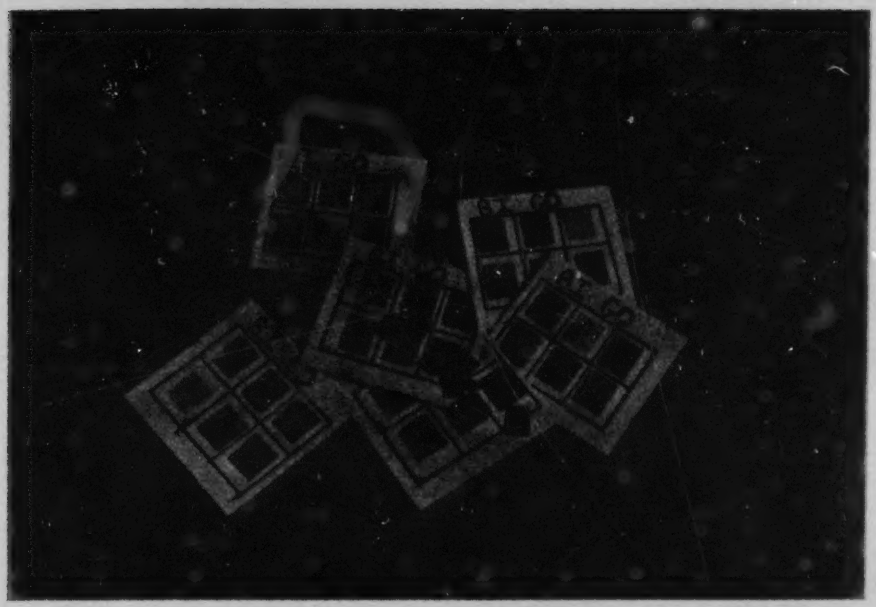
2. **Objectives:**
Promote visual discrimination
Develop eye-hand coordination
Practice matching skills

3. **Materials Needed:**
1 piece of tagboard 14" x 15"
Black felt tip pen
Scraps of tagboard in contrasting color
1) Basket, 2) Cooking pot, 3) Drum, 4) stickball, 5) Bead Necklace, 6) Choctaw Shirt, 7) Choctaw Dress, 8) Choctaw Hat

4. **Procedures:**
Individually or in small groups the children should match each shape to its outline on the board.

5. **Things to Talk About:** Of each picture on the tagboard.

Color Bingo



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1. **Name of Activity:** **Color Bingo**

2. **Objectives:** Language development in English and Choctaw
Development of visual discrimination skills
Reading readiness development

3. **Materials Needed:** Bingo cards with six colors on them
Chips (square of construction paper) for placement on the Bingo cards.

4. **Procedures:** As the color words are called out the child places a chip on the square which represents the color word. Work on only one language at a time - do not mix Choctaw and English color words during a game.

5. **Things to Talk About:** Find other things in the room which are **green** (substitute other colors with the direction to find things). Name some things outside which are **blue**.

Design Match

1. **Name of Activity:** **Design Match**

2. **Objectives:**
Visual discrimination skill
Pre-reading skill
One-to-one correspondence

3. **Materials Needed:**
Design match folder
Design cards (can be kept in envelope attached to back of folder).

4. **Procedures:**
The child matches the correct design card with the design in the folder by placing it on top of the design.
Confident children can be challenged by attempting to arrange the design cards in the same pattern as contained in the folder.

5. **Things to Talk About:** Find two lines which cross each other. Find a line which curves.

Ači Ittiholba Ahōcih

1. **Name of Activity:** **Ačí Ittiholba Ahōcih (Match Choctaw Quilt Design)**

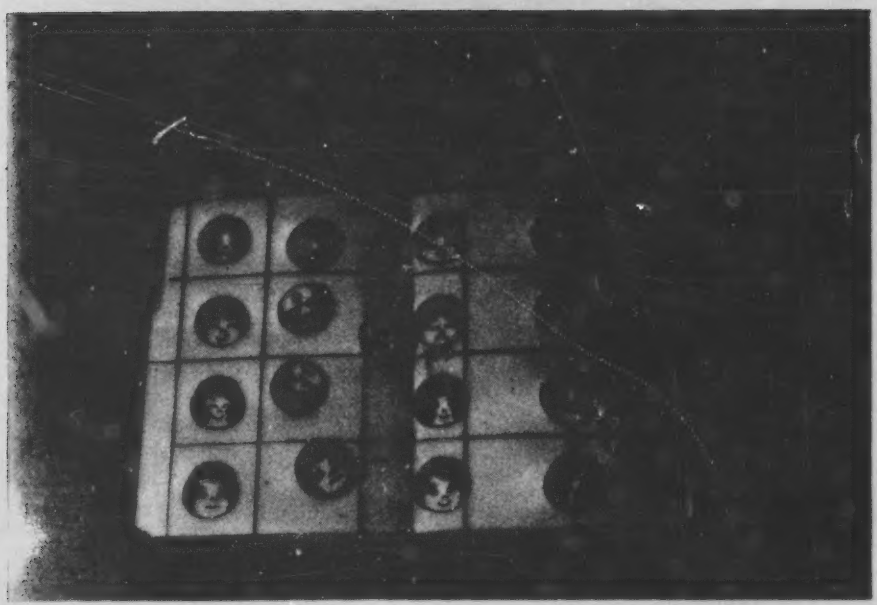
2. **Objectives:** To have the children recognize Choctaw quilt designs and to match them with the right one.

3. **Materials Needed:**
4 poster boards
Black magic markers
Design pattern; stickball sticks, crosses, etc.
Felt-tips of different colors
Design patterns should be drawn on posterboard

4. **Procedures:**
A group of 4 individual can play.
First step - set the cards out
Second step - Get the designs that you made with the felt
This game familarizes the children with different Choctaw designs. It also shows the children how their ancestors used these designs on quilts.

5. **Things to Talk About:** Talk about the importance of keeping traditions going.
Also the significance of different designs that are used on the quilts made by the Choctaws.

Matching Choctaw Faces



1. **Name of Activity:** **Matching Choctaw Faces**

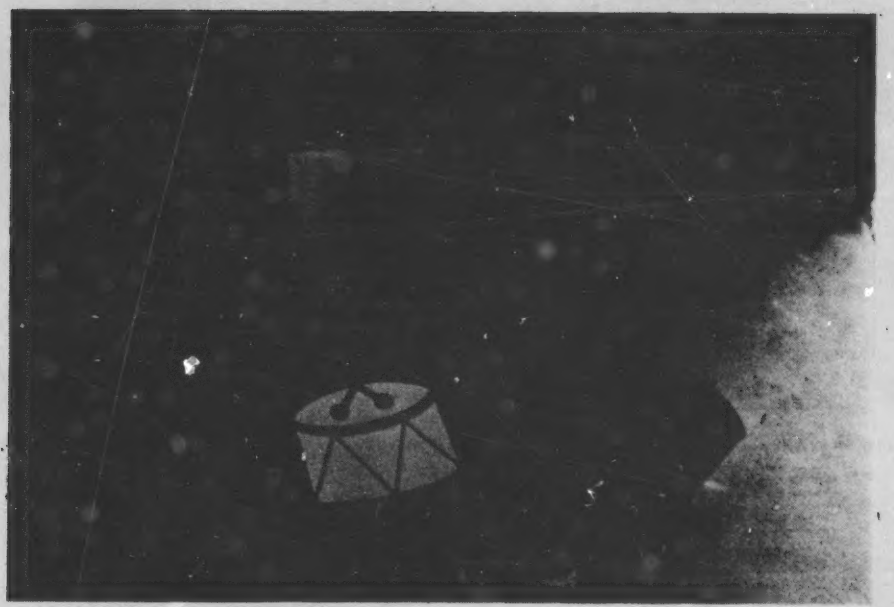
2. **Objectives:** Development of visual discrimination
Attention to details
One-to-one correspondence

3. **Materials Needed:** Matching Choctaw people folder
People faces to match those in folder (can be kept in envelope attached to back of folder)

4. **Procedures:** The child places the faces, one at a time, on the identical face inside the folder.
Less confident children may need praise after each correct match.

5. **Things to Talk About:** Ask the child to describe why particular sets of faces match.
Ask the child why a particular pair of faces do not match.

Color Match Drums



1. **Name of Activity:** **Color Match Drums**

2. **Objectives:**
Improvement of matching skills
Development of eye-hand coordination
Development of visual-discrimination skills
Vocabulary development in English

3. **Materials Needed:**
Different colored drums
Construction paper of different colors
Cut in 5 x 7 sizes with the color of the paper printed on the paper clothes pin pinned to the pieces of construction paper.

4. **Procedures:**
Child selects a drum and finds the piece of construction paper which is the same color and has the word written on it.
The child pins the construction paper piece on the drum with the clothes pin.
The child then says the name of the color.

5. **Things to Talk About:** Discuss shades of colors, such as the different shades of green, blue, etc., and let children find colors which represent different shades of the same color.

Picture Letter Bingo Game

1. **Name of Activity:** **Picture/Letter Bingo Game**

2. **Objectives:**
Language Development
Sound/symbol recognition
Pre-reading skills

3. **Materials Needed:**
6 game cards (9" square) which contains pictures of things on one side and alphabet letters on the other side.
3 x 5 cards with an alphabet letter on each
Large dried beans

4. **Procedures:**
Give each player a card and some beans.
Picture game: Teacher holds up a 3 x 5 card with a letter on it and the players look to see if any of their pictures begin with that letter; if so, they place a bean on it.
Letter game: Teacher says the letter name (or a word beginning with the letter name) and players place a bean on the letter if they have it.

5. **Things to Talk About:**
Let children drop a bean and then tell the letter the **picture** begins with that the bean landed on, or name a word that begins with the **letter** that the bean landed on.

Matching Clothes Game

1. **Name of Activity:** **Matching Clothes Game**

2. **Objectives:** Recognition of upper and lower-case letters of the alphabet
Sequence of alphabet
Manipulative practice

3. **Materials Needed:** Shirts (decorated as Choctaw shirts) with upper-case letters printed in lower-left corner of shirt.
Pants (decorated as Choctaw pants) with lower-case letters printed on bottom of left leg.

4. **Procedures:** Children match upper and lower-case letters of the alphabet by placing the clothes on the table in a row.
Later, children can arrange the clothes in alphabetical order.

5. **Things to Talk About:** Point to the first letter of the alphabet. . .the last. . .the middle. Point to **M** (teacher says a letter name and the child points to it; repeat with other letters).

Choctaw Frog Pattern Match

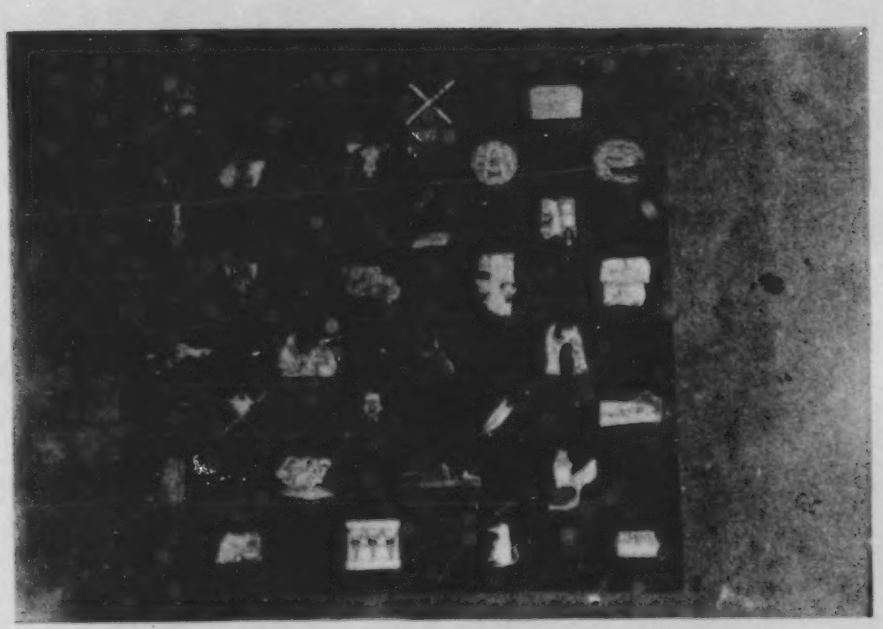
1. **Name of Activity:** **Choctaw Frog Pattern Match**

2. **Objectives:**
Visual discrimination
Matching skills

3. **Materials Needed:**
Posterboard or file folder
Wallpaper samples
Construction paper
Markers

4. **Procedures:**
Draw a large frog with various shaped spots on construction paper
Cut out designer wall paper sample and paste to outline shapes
Cut out separate outline shapes on construction paper and glue wallpaper patterns on shapes
Children can then match patterns as well as shapes

Drop and See



1. **Name of Activity:** **Drop and See**

2. **Objectives:**
Improvement of matching skills
Concept development about: "the Community" and "things" that go together
Language development

3. **Materials Needed:**
Red and black checker-type board containing pictures of familiar Community things
A set of cards which contain pictures of the same things on the board
A bean or piece of corn (dried) for dropping

4. **Procedures:**
Game 1—"The Community": Distribute the cards to 2-4 children, and have them place the cards face up in front of them. Then the first players drops the bean or corn on the board. When the bean or corn drops on a picture, ask all the children to look at their cards and find one or two cards that belong with the picture, based on their knowledge of their community. When they are found they are placed in a stack. Repeat with the next player, and continue until all the cards have been used.
Game 2—"Things That Belong Together": The first player drops the bean or corn. When the bean or corn drops on a picture, the teacher displays 2-4 cards and tells the player to point to any cards that go with the picture. (If none of the cards belong with the picture, the player says: "None of the cards belong with the picture.") Each player keeps the cards which he says belong with the picture, when he or she is correct. Repeat with the next play, and continue until all cards are gone. The player with the most cards wins the game.

5. **Things to Talk About:** Name some other things in the Community which belong together (school = books, pencils, etc.)

Choctaw Clothesline Game

1. **Name of Activity:** **Choctaw Clothesline Game**

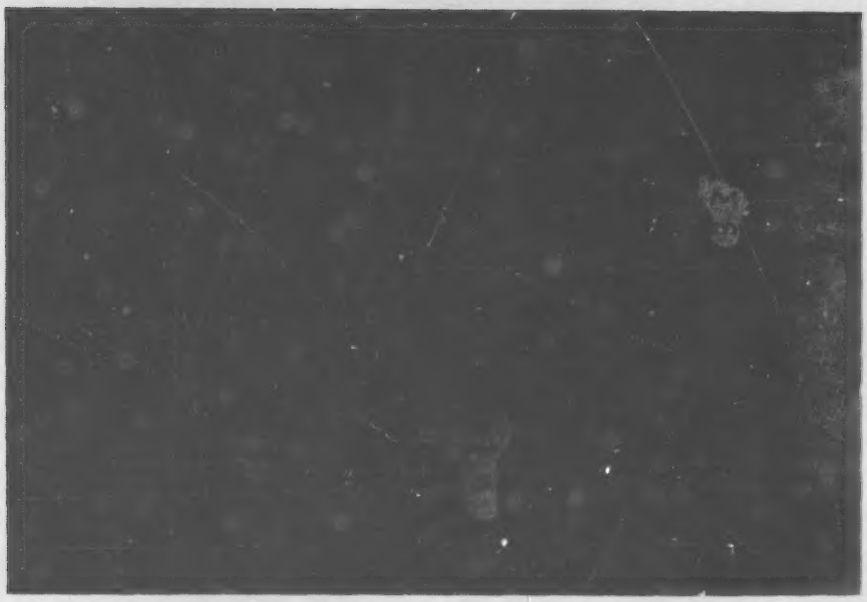
2. **Objectives:**
Recognition of upper and lower-case letters of the alphabet
Sequencing the alphabet letters
Practice with letter names of the alphabet

3. **Materials Needed:**
Clothes pins with upper-case letters printed at the bottom of the pin and another set with lower-case letters printed at the bottom of the pin (keep pins in a can or basket)
String/yarn for clothes line

4. **Procedures:**
Put a clothes line in the room.
Let children match the upper and lower-case letters by pinning them on the line.
Later, let children put upper and lower-case letters in correct sequence on the clothes line.

5. **Things to Talk About:**
Say different letter names (or point to them) and let children think of words which begin with the letters.

Going Barefoot



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1. **Name of Activity:** **Going Barefoot**

2. **Objectives:**
Alphabet recognition
Association of symbols with sounds
Sequence practice

3. **Materials Needed:**
Construction paper feet with an upper-case letter printed on the ball section of the foot and it's matching lower-case letter printed on the heel section of the foot.

4. **Procedures:**
Arrange the feet in alphabetic order.
Let child remove shoes and walk on the feet, stopping on the letter which begins his or her name.
Later, scramble the letters and let the child place them in proper sequence.

5. **Things to Talk About:**
Say a word, such as "dog" and let child step on the letter it begins with.

Carrot Crunch

1. **Name of Activity:** **Carrot Crunch**

2. **Objectives:** Practice in letter recognition, numbers, and color words.
Visual Discrimination
Reading readiness skills

3. **Materials Needed:** Tennis ball can covered with paper or cloth and a slit in the plastic lid from rim to rim
4 large carrots from poster board (8-9″ tall including green tops) with lines drawn horizontally on them; one carrot contains a set of upper-case letters; another, a set of lower-case letters; another, a set of numerals (1-10); and the last contains color words.

4. **Procedures:** Carrots are stuck into lid of can with only the green top showing
As the teacher pulls up the carrot, the child will says the letter, etc. that is exposed.

5. **Things to Talk About:** Other Carrots may be made which contain pictures (and child says a word that begins with same sound as the picture does) drawings with something missing (and child tells what is missing), etc.

Nani Game (Fishing game)

1. **Name of Activity:** **Nani Game (Fishing game)**

2. **Objectives:** Recognition of Choctaw and English alphabets and numerals **one** to **ten**
Recognition of likenesses and differences in symbol shapes

3. **Materials Needed:** Construction-paper (or cardboard)
Fish with Choctaw and English letters/symbols on them
Cane fishing poles with yarn fishing lines containing magnets at the end of the lines
Paper clips attached to fish

4. **Procedures:** Each student uses a fishing pole and tries to get the magnet on the end of the fishing line to attach to a paper clip on a fish. The child says the name of the letter or symbol which he pulls up with the fishing pole. If the child does not know the letter/symbol the teacher says it and the child repeats it.

5. **Things to Talk About:** Is the letter/symbol in the English or Choctaw alphabet or both? What are the English and Choctaw words for the numerals. Hold up the number of fingers that the numeral represents

Stickball Counting

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1. **Name of Activity:** **Stickball Counting**

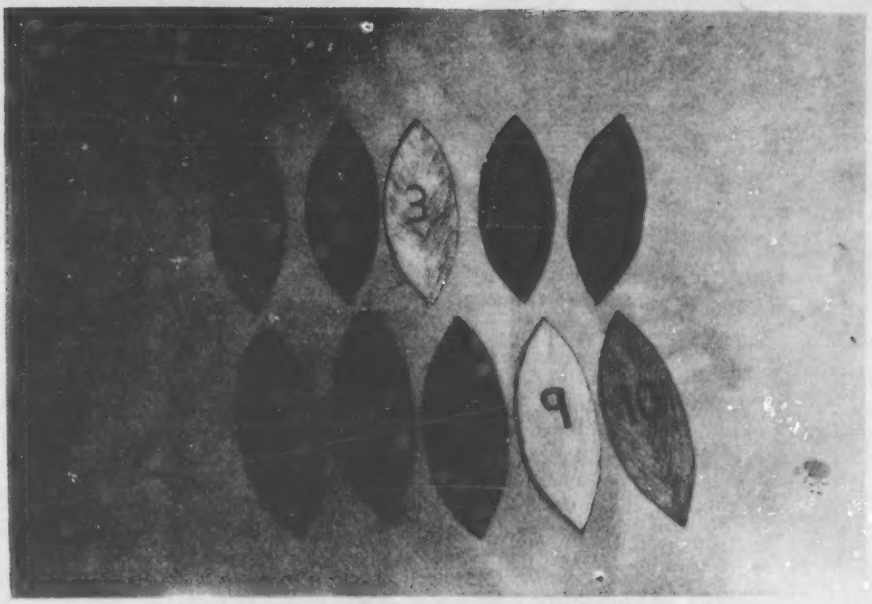
2. **Objectives:** Improvement of counting skill, 1-10
One-to-one correspondence
Language development (counting in English and Choctaw)

3. **Materials Needed:** Ten poster boards (6″ square) which contain a numeral and circles (to represent balls) to match the numeral
Large paper clips (to represent stickball sticks)

4. **Procedures:** Child selects a board and then clips a paper clip over each ball (pretending to catch the ball with stickball stick), counting as he or she does it. When all have been clipped, the last number said is the numeral on the board.

5. **Things to Talk About:** Look around the room and find sets of objects/things which reflect the same number on the board.

Counting Feathers



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1. **Name of Activity:** **Counting Feathers**

2. **Objectives:**
Recognizing numbers in Choctaw and English
Importance of numbers
Putting numbers in sequence

3. **Materials Needed:**
Posterboard
Tagboard
Markers
Scissors
Rubber Cement
White Construction paper

4. **Procedures:**
Draw feathers on construction paper and paste them on the tagboard.
Cut and color.
Name and identify the numbers on the feathers.

5. **Things to Talk About:** Importance of understanding the sequence of numbers.

Tali (Rock) Number Game

1. **Name of Activity:** **Tall (Rock) Number Game**

2. **Objectives:**
Numberal recognition practice
Addition facts of 20
Concept of addition (putting groups of things together)

3. **Materials Needed:**
Set of card strips with addition facts printed on them (example: 2 + 4 = 6, 10 + 5 = 15, etc.)
Set of 20 construction paper rocks (brown construction paper) with numerals 1-20 on them.

4. **Procedures:**
Place the rocks on the floor with the numbers in random order.
Hold up an addition fact and let child find the rock which matches the answer on the card strip.
Let child place it on the rock.
Continue until all strips are correctly matched.

5. **Things to Talk About:**
Use objects (paper strips, paper clips, beans, corn, etc.) to let child place under the card strip in correct numbers to match the addition fact.

Number Jigsaw Puzzle

1. **Name of Activity:** **Number Jigsaw Puzzles**

2. **Objectives:**
Reinforce counting skills
Develop one to one correspondence
Promote visual discrimination
Encourage eye-hand coordination
Increase small muscle coordination

3. **Materials Needed:**
10 tagboard cards 4½" x 9"
Colored felt tip markers
Clear contact paper or laminate
Ruler
Pencil
Scissors

4. **Procedures:**
Draw or paste an object on one side of a card and the number 1 on the other side.
Draw or paste two objects on one side of a card and the other side.
Repeat through ten.
Cover all pieces with clear contact paper.
Cut each card in half vertically with a different cutting pattern, zigzig, wavy, straight edge, etc.

5. **Things to Talk About:** Children should match the halves of the card and then sequence the cards from 1 to 10.

Hit the Rabbit

1. **Name of Activity:** **Hit the Rabbit**

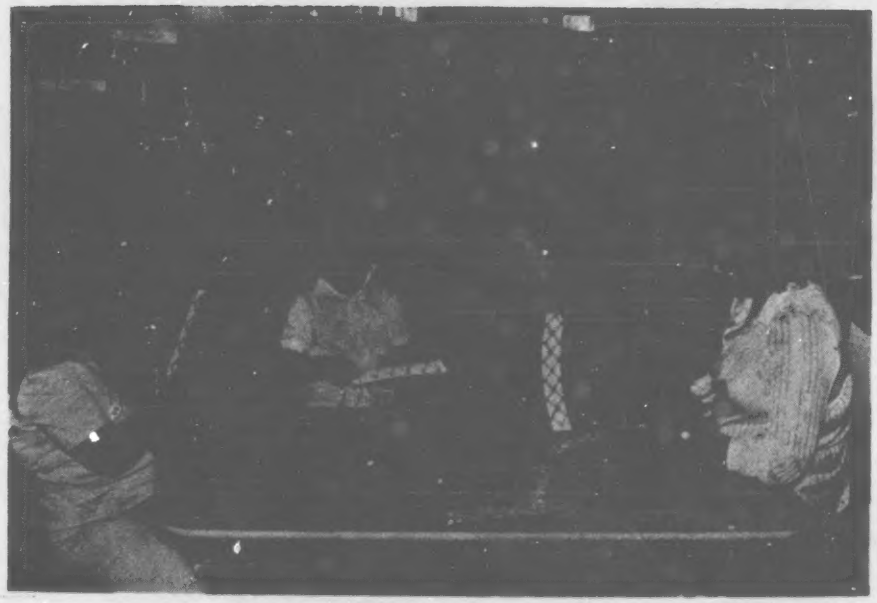
2. **Objectives:** Large and small muscle development
Eye-hand coordination

3. **Materials Needed:** Wooden board with rabbit drawn on it
Bean Bag

4. **Procedures:** Child throws the bean bag on the board.
Point are given as follows: 5 if hits head, 4 if hits stomach, 3 if hits front legs, 2 if hits back legs, 1 if hits tail.
Child stand 4-3 feet from the board.

5. **Things to Talk About:** Talk about raobit sticks and how they are used. How can rabbit meat be cooked or served?

Choctaw Design Sewing Cards



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1. **Name of Activity:** **Choctaw Design Sewing Cards (Diamond and ½ Diamond Designs)**

2. **Objectives:**
Focus children's attention upon the design which is found on Choctaw clothing.
Develop fine motor coordination.
Develop concepts of "in" and "out", "up" and "down".
Identification and matching colors.

3. **Materials Needed:**
6" x 2" strips of tagboard with diamond or ½ diamond design drawn in different colors
15" strands of colored yarn (red, yellow, blue, orange, green, purple, black, etc. . .)
magic markers
hole punch
large yarn needles
clear contact paper

4. **Procedures:**
Cover cards with clear contact paper and punch holes at every point in the design.
Thread needles with yarn and place on the table with the cards.
Have children select a card and matching yarn.
Direct the children to start stitching by bringing the needle up from under the card and then bring the needle down through another hole.
Continue by telling the children to stitch in and out of the holes.
The thread may be secured by knotting the end or it may be tied loosely onto the card.

5. **Things to Talk About:**
Encourage the children to talk about where they have seen the design before, who they have seen making it and where the design came from originally.

NOTES FOR THE TEACHERS:
The diamond design symbolizes the diamond-back rattlesnake which possesses many sacred and mysterious qualities. This design is significant in Choctaw Culture. The diamond design is appliqued onto Choctaw men's and women's clothing, and woven into their basketry and beadwork.
If possible, display an article of clothing which has the design or a picture of Choctaw dress so that the children can relate what they are doing to the actual design.

Choctaw Chanter's Sticks

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1. **Name of Activity:** **Choctaw Chanter's Sticks**

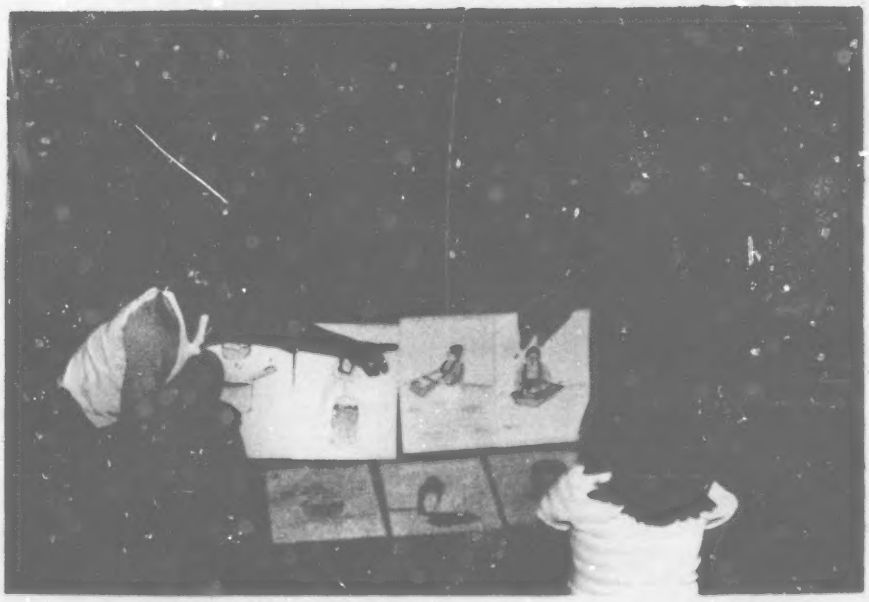
2. **Objectives:**
Appreciate music
Promote eye-hand coordination
Explore culture through music
Introduce students to rhythm of dances

3. **Materials Needed:**
2 dowels (per child) cut to 1¼ x 9″
Sand ends of dowels where cut
Let children color with paint or magic marker
(Sticks are usually solid dark color)

4. **Procedures:**
Play record or tape of Choctaw dance
Have kids beat aloud with chanter
They can move around if they want to but getting the rhythm of dance is important here.

5. **Things to Talk About:** Have you ever heard a dance like this? When? Where? Do you know any dances? Did you like the sound the stick made? Did you like sound of the chanters? Who do you know that is a chanter?

How Hominy is Made



1. **Name of Activity:** **How Hominy is Made, a Sequence Story**

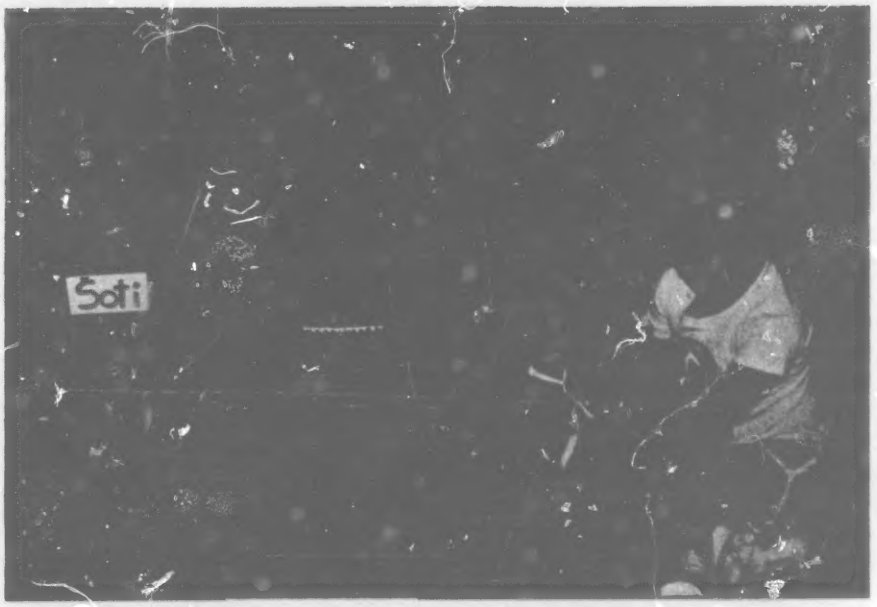
2. **Objectives:**
Development of story sequence
Improvement of listening skills
Attention to picture detail
Reinforce the traditional procedure for making hominy

3. **Materials Needed:**
Seven sheets of construction paper with a drawing glue to each one.
Each drawing depicts a step in making hominy.

4. **Procedures:**
As the procedure for making hominy is described, the teacher holds up the sheet of construction paper which contains the drawing of the step being described.
Later, the children can arrange the drawings in the correct order.

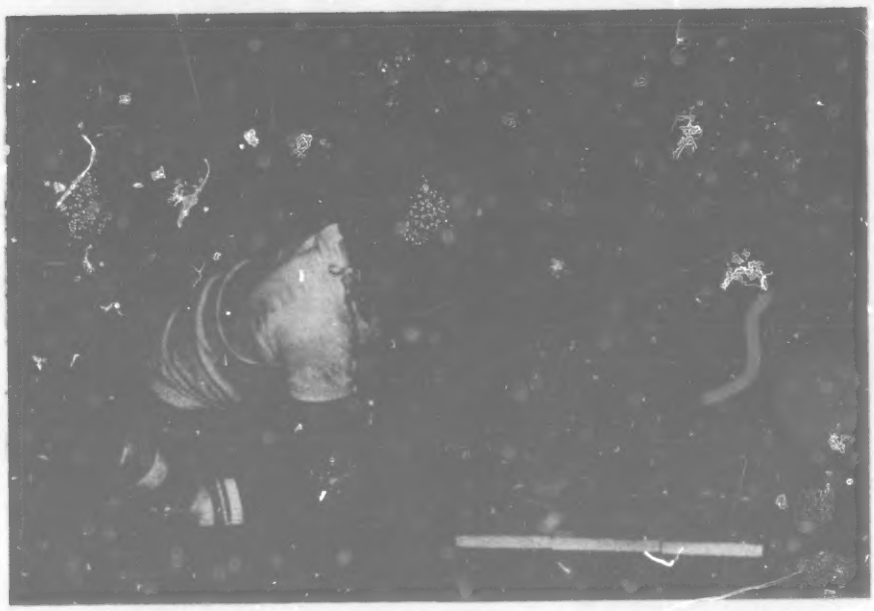
5. **Things to Talk About:**
Let children tell what each drawing is showing. Let children tell how they can help their mother or grandmother make hominy.

Manipulation Board



1.	**Name of Activity:**	**Manipulation Board**
2.	**Objectives:**	To improve hand and finger dexterity Eye-hand coordination
3.	**Materials Needed:**	Large boards (made from cardboard box pieces covered cloth and a picture made from felt/cloth attached) with instruction at bottom of each, (i.e. Tie my apron - back of Choctaw girl is shown with 2 long ties to tie her apron with.)
4.	**Procedures:**	Give the child a board and show him or her how to do the manipulative task. Let child repeat the task until he or she reaches proficiency.
5.	**Things to Talk About:**	Name some other things which can be tied. (Board can be constructed which require: snapping, buttoning, lacing, tucking, buckling, etc.)

Siti (Rattlesnake Puzzle)



1. **Name of Activity:** **Siti (Rattlesnake Puzzle)**

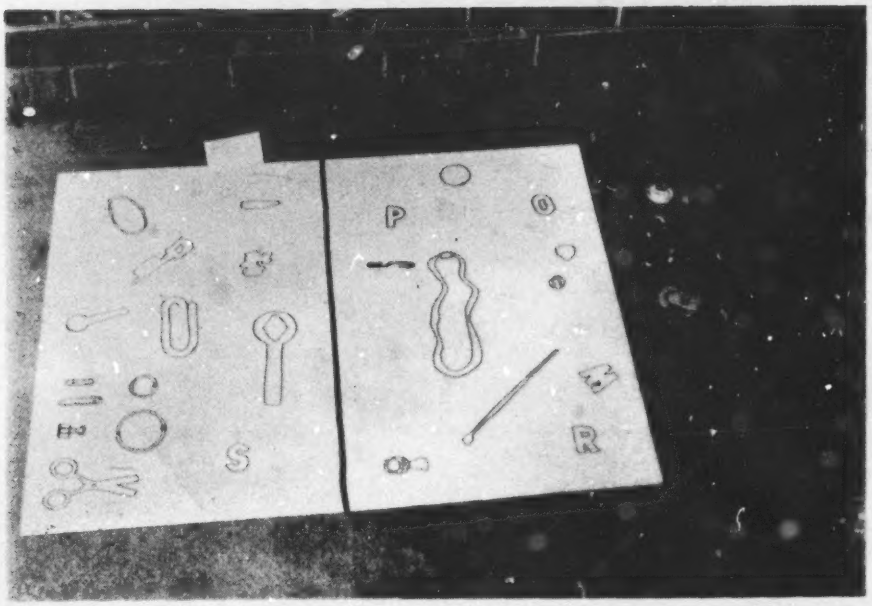
2. **Objectives:** Part to whole recognition
Fine motor skill development

3. **Materials Needed:** Wooden puzzle (which is a picture of a rattlesnake)

4. **Procedures:** Let the child assemble the puzzle
Help should be given to children who have trouble by demonstrating how to do it.

5. **Things to Talk About:** What is this a picture of (seek both Choctaw and English labels)? Have you ever seen a live snake? Tell me a story about a snake.

Tracing Game



1. **Name of Activity:** **Tracing Game**

2. **Objectives:**
Matching shapes
Vocabulary development
Eye-hand coordination

3. **Materials Needed:**
Large poster board (2 x 3 feet) with traced outline of objects on it.
Assortment of objects (those which have been traced on the poster board.

4. **Procedures:**
Let children place the objects, one at a time, on its traced outline on the poster board.
He or she should name the object after placing it on the poster board.
Later, children can select an object and try to trace around it on a sheet of paper.

5. **Things to Talk About:**
Point to the **brush** (substitute the various names of the objects).
Point to something that is: (describe the object without naming it).

Days of Week Train

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1. **Name of Activity:** **Days of Week Train (Choctaw & English)**

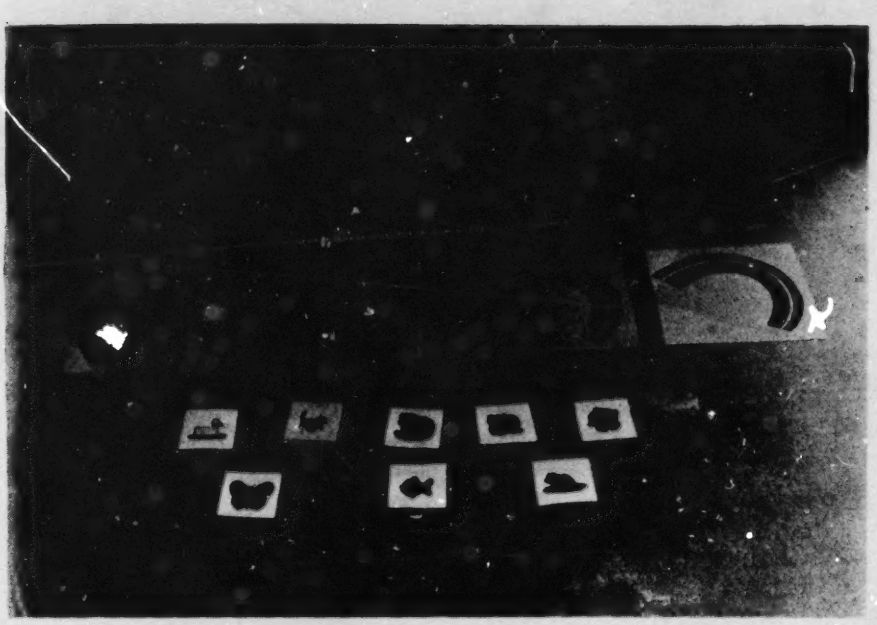
2. **Objectives:**
Learning days of week; reading
Learning about the Calendar
Reinforcing left-to-right progression

3. **Materials Needed:**
Paper for cutting out outline of seven train cars
black marking pen
clear contact paper
container for train

4. **Procedures:**
Draw off cars with a colored hook on each end to match with the hook of the next car.
This makes the activity self-checking.
Also provide a calendar for reference as the child orders the days.

5. **Things to Talk About:**
Ask the children to associate certain activities with specific days. Example, what day do we go to Church? What day is the first school day? How many days are there in a week? How many in a weekend? Which day begins with a "W"? Which begins with an "M", etc.

Rainbow Game



1. **Name of Activity:** **Rainbow Game**

2. **Objectives:** To develop concepts of placement: over, under, beside, etc.
To develop vocabulary
Manipulative practice

3. **Materials Needed:** Set of 10" square cards with rainbows drawn on them (5-10 cards)
10 sets of small cards with animals drawn on them (2½" square)

4. **Procedures:** Give each child a rainbow card and a set of animal cards.
Say: "place the duck **over** the rainbow" (let children do it).
"Place the frog **beneath** the rainbow" (let children do it).
Continue until interest wanes.

5. **Things to Talk About:** Use these words also: on top if, on, to the left of, to the right of on the right end of, just below the middle, etc.

Choctaw Drum Nail Game

1. **Name of Activity:** **Choctaw Drum Nail Game**

2. **Objectives:**
Classifying according to size
Developing ability to think ahead and make predictions
Developing tactile and visual senses
Making comparisons

3. **Materials Needed:**
Piece of wood 3½" thick and 8" x 16"
15 small nails (1¼") with heads
15 medium nails (2¼") with heads
15 large nails (3¼") with heads
Hand or power drill with small, medium, and large bits to match nails, container for nails.

4. **Procedures:**
A child takes a can of nails and spread them out on a small rug so he can see all of them.
He puts the nails one at a time into the appropriate holes.
The task is self-checking; the child ends up with extra nails and the wrong sized holes if he makes a mistakes along the way.

5. **Things to Talk About:**
Discuss how the child puts nails into the board. Did you see any pattern as you did it? Can you tell by looking at the nail where it goes? How? Ask child to make distinction between small and large nails. What shape do nails outline? Do different size nails make different parts?

NOTE: Holes should be drilled at same depth.

Making Ginger Men

1. **Name of Activity:** **Making Gingerbread Men**

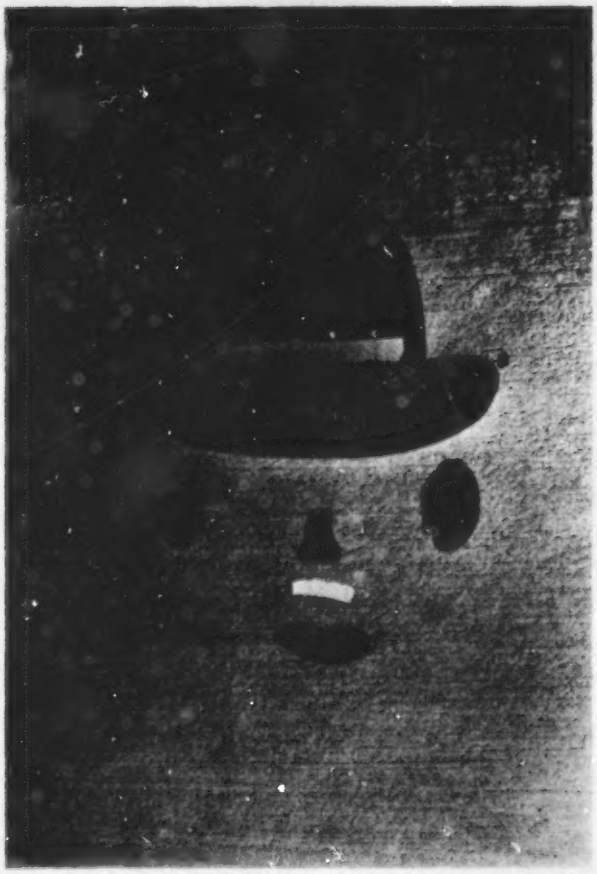
2. **Objectives:**
Part-to-whole relationships
Manipulative practice to improve finger dexterity
Creative expression

3. **Materials Needed:**
Gingerbread men cut from brown construction paper
Circles of different colored construction paper (Use paper-hole punch to make these)
Glue
Pieces of yarn of different colors and children's scissors (don't forget to have left-handed scissors available)

4. **Procedures:**
Give each child a gingerbread man, some circles, and some yarn.
Tell them to decorate the gingerbread man using the circles of yarn.
Help them with the glue and the scissors (if they need to cut the yarn shorter).

5. **Things to Talk About:** Tell a story about your gingerbread man. Have you ever eaten gingerbread? If so, did you like it?

Self-Concept Activity



1. **Name of Activity:** **Self-Concept Activity**

2. **Objectives:** Promote self-esteem
Language development
Part-to-whole relationship

3. **Materials Needed:** Construction paper cut outs which include: face, eyes, ears, lips, nose, Choctaw hat, beadwork for hair (barrettes, headbands, etc.), Choctaw earrings, Choctaw girl's hair. (make several sets of these.)

4. **Procedures:** Give each child a complete set of the head parts. (only girls will get the beadwork of hair, earrings, and hair.) Let each child assemble the head parts to form a complete head. Tell children to pretend the head is their head and to tell the group their name, where they live, and their favorite foods.

5. **Things to Talk About:** Let children name the people who live in their home, describe their favorite play activity, etc.

Stringing The Drum

1. **Name of Activity:** **Stringing the Drums**

2. **Objectives:** Improvement of hand and finger dexterity
Eye-hand coordination
Aids small-muscle development

3. **Materials Needed:** Drums cut from poster board of various colors, with holes around the bottom and sides of drum (use paper-hole punch for these)
Yarn of various colors

4. **Procedures:** Give each child a drum and a long piece of yarn.
Let the child string the drum by going in and out the holes with the yarn.

5. **Things to Talk About:** What are drums used for? Have you ever seen someone make a Choctaw drum? If so, how did they make it? Who is a Choctaw person that make drums?

Choctaw Washer-Hook Board

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1. **Name of Activity:** **Choctaw Washer-Hook Board**

2. **Objectives:**
Experiencing one-to-one correspondence
Developing eye-hand coordination
Strengthening small muscles used in writing
Working with and distinguishing among various sizes
Making comparisons

3. **Materials Needed:**
Plywood 12" x 16"
Piece of wood nailed to edge of plywood to make it stand
Brass cup hooks of various sizes: 10 small, 10 medium, 10 large
Metal washers: 10 small, 10 medium, and 10 large
Container for the metal washers

4. **Procedures:**
The child matches washer size to hook size and hangs washers on hooks

5. **Things to Talk About:**
Talk about different sizes the child sees. Ask the child to tell what they did with circles. Have children trace circles on a piece of paper to make a pictures.

Čokfi Weather Chart

1. **Name of Activity:** **Čokfi Weather Chart**

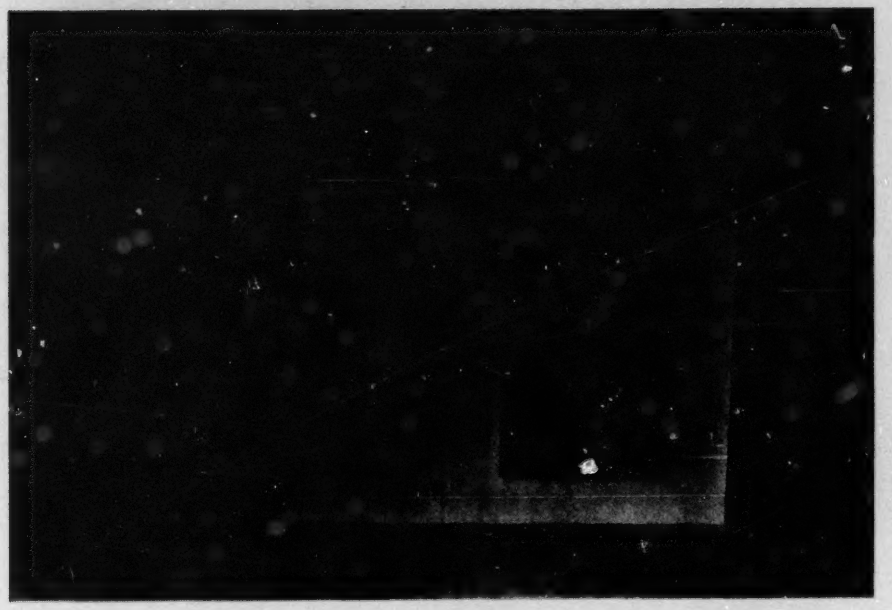
2. **Objectives:**
Help the children recognize the different types of weather.
Strengthen Choctaw language skills.
Reinforce the concept of weather.

3. **Materials Needed:**
Posterboard
White construction paper
Colored felt-tip markers
Brass fastener
Clear contact paper
Scissors
Pictures of different weather conditions named in Choctaw.

4. **Procedures:**
Draw or make out of felt-tip and construction paper-things depicting the weather conditions.
Name and identify the different weather conditions.
Draw an arrow and cut it out and place it on the posterboard.
Also laminate the figures.

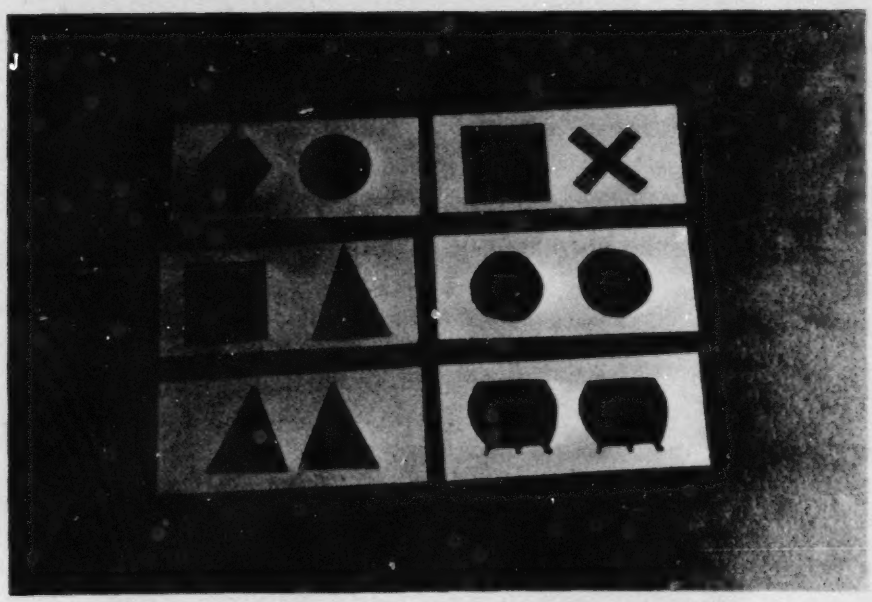
5. **Things to Talk About:** How does the weather change from one season to another?

Sorting Objects/Pictures



1.	**Name of Activity:**	**Sorting Objects/Pictures**
2.	**Objectives:**	Categorization skill Concept/vocabulary development Science readiness Tactile awareness development
3.	**Materials Needed:**	Poster boards with two opposite concepts represented on each one, such as: hard and soft; float and sink; short and tall; rough and smooth, etc.
4.	**Procedures:**	Given groups of objects and pictures, the child sorts them according to the concept they represent by placing them under the correct word (concept) on the poster boards.
5.	**Things to Talk About:**	Can you name some other things which are hard? Soft? Rough? Smooth?, etc. How does something feel to you when it is rough? smooth? hard? soft?, etc.

The Same Difference Game



1. **Name of Activity:** **The Same - Difference Game**

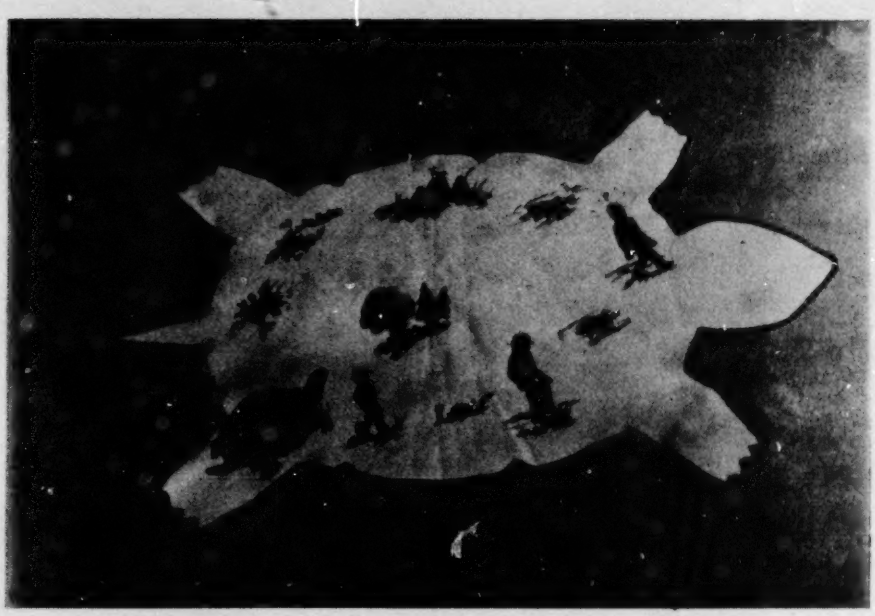
2. **Objectives:**
Seeking similarities and difference
Notice details
Making comparisons of symbols and pictures
Developing a concept of opposites

3. **Materials Needed:**
12″ x 18″ tagboard
Card board to back the tagboard
4-4″ x 9″ pieces of construction paper
Marking pens to line one of the pieces of construction paper
Masking tape to straighten all edges
Clear contact paper
Pictures showing similarities and differences
Card boards to back the pictures

4. **Procedures:**
The child sorts through the cards one at a time and decides whether the pictures are "different" or "same".
If they are the same, they are placed to the side over the two picture that are the same color
If different they are placed on the other side where the two pictures aren't the same color

5. **Things to Talk About:** Why did you put all these cards together all on the same pile? Why did you choose this side of the answer board to put them on? Where are the picture that are different? Tell what is different about the two picture. What color is this dress? house? ball? etc.

"Loksi" Story Sequencing



1. **Name of Activity:** **"Loksi" Story Sequencing**

2. **Objectives:** Placement of story events in correct sequence
Picture interpretation
Development of listening skills

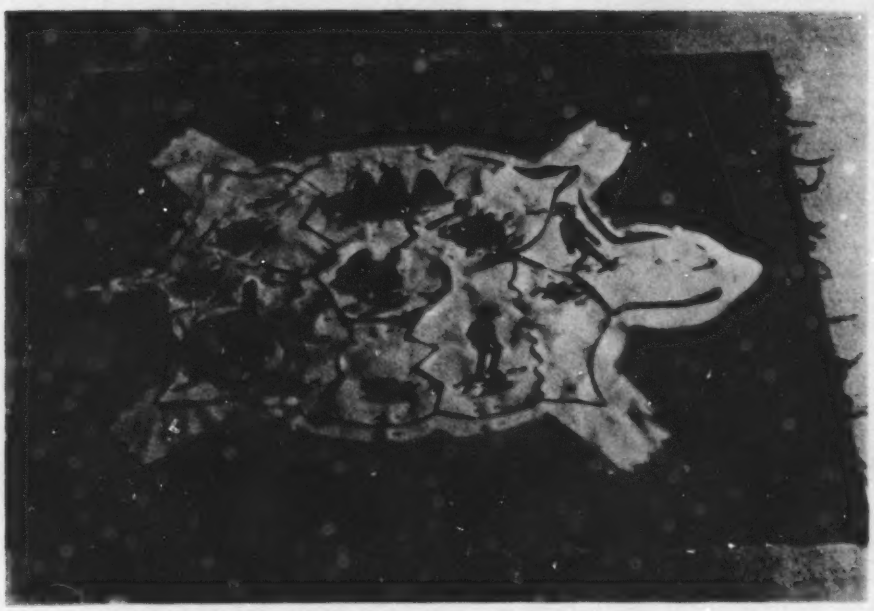
3. **Materials Needed:** The story, "Loksi"
Felt cloth with drawings on it which depict the sequence of the story

4. **Procedures:** Read or tell the story to the children.
Point to the drawings at the appropriate places in the story.

5. **Things to Talk About:** Which drawing/picture is the story about? How do you think the turtle felt before the ants sewed him back together? Which drawing/picture happened first in the story? second? third?, etc., last?

One day a man was walking along on a trail he came upon something that looked a lot like a rock. He looked at it. Kick it over and saw that it had legs. Still, not realizing that it was a turtle he stomped on it and broke its shell. The man did not know the turtle was hurt so he walked on. The turtle laid there wondering what would happen to him. Until one little black ant came along and found him. He looked at the turtle for a long time, and then ran back to the other ants and told them to bring with them different kinds of thread. They worked to sew the turtle together. They all worked hard to rebuild its shell. When they were finished, the turtle shell was different colors. This is the reason, many turtles you see today have many different colors or drawings on their shells.

"Loksi" Story Puzzle (Cloth)



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1. **Name of Activity:** **"Loksi" Story Puzzle (Cloth)**

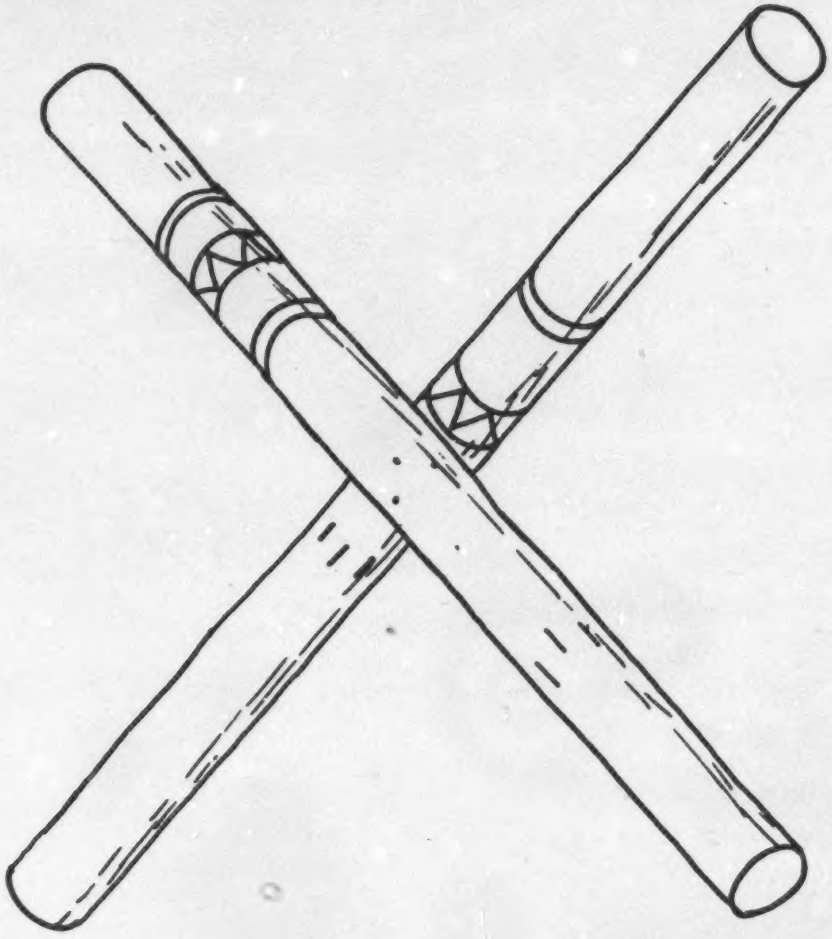
2. **Objectives:**
Improvement of sequence skills
Eye-hand coordination
Manipulative development

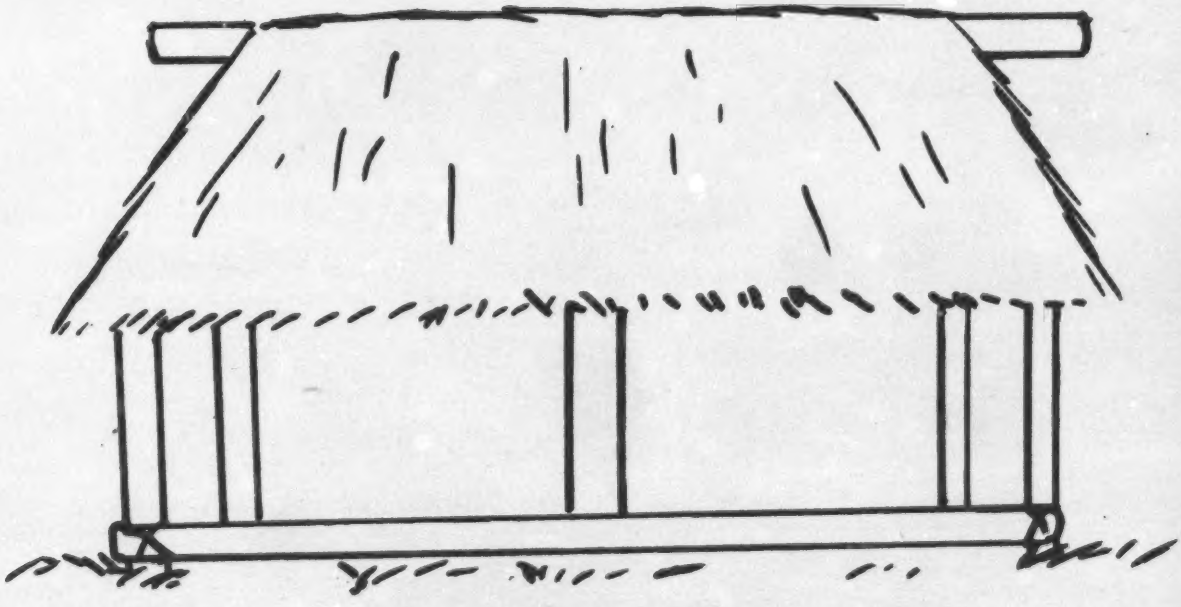
3. **Materials Needed:**
Large piece of black cloth (3 ft. by 4 ft approximately)
Felt turtle with inside cut into puzzle pieces (each drawing/picture is a separate piece)
Straight pins

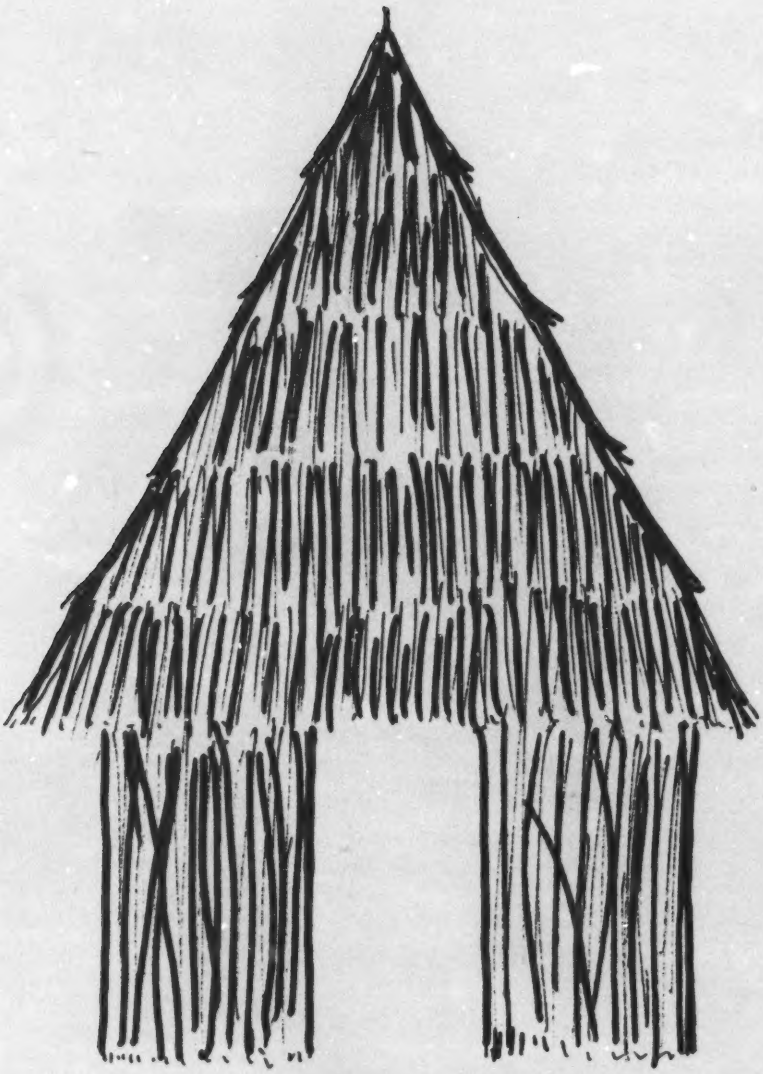
4. **Procedures:**
After having heard the story, **"Loksi"** read or told to them, the children assemble the puzzle by finding the first drawing, second drawing, etc. (as each piece is found the teacher can use a pin to keep it in place on the cloth.

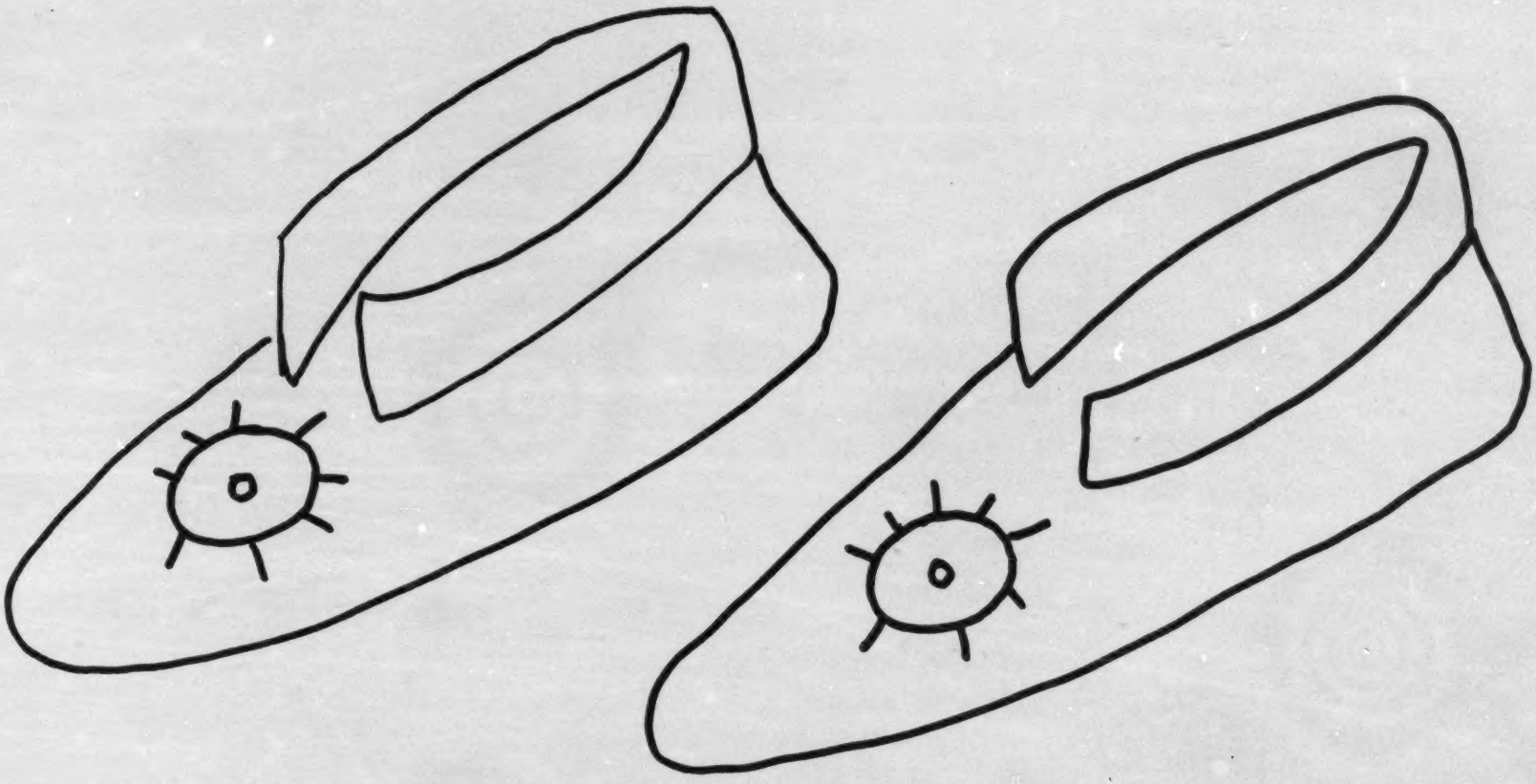
5. **Things to Talk About:**
Why do you think the man stomped the turtle? Is this story true or fantasy (explain that we use fantasy stories for enjoyment)? Why do turtles put their head inside their shells? Where do turtles live?

APPENDIX









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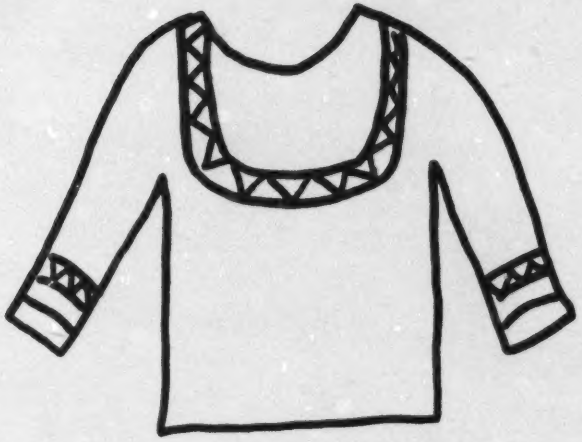

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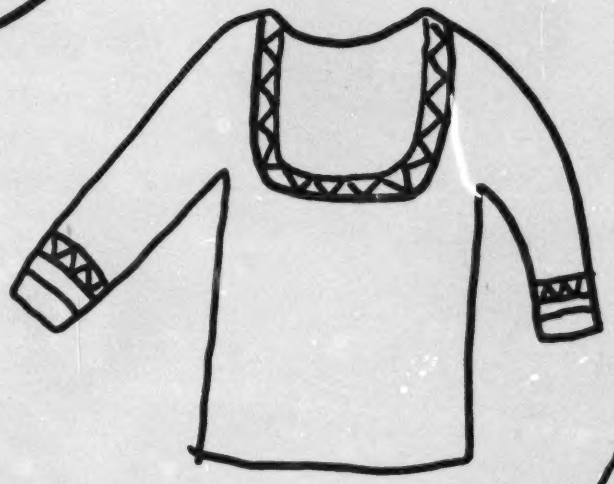

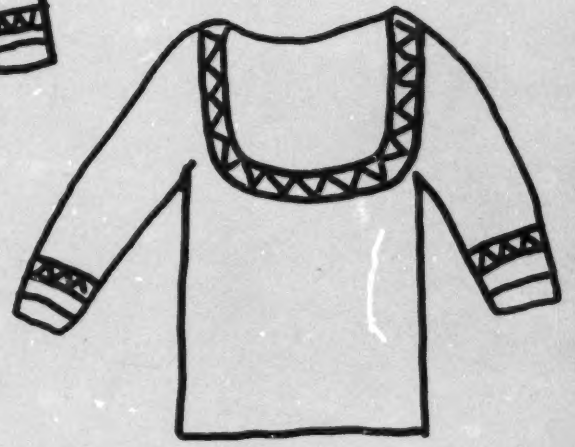

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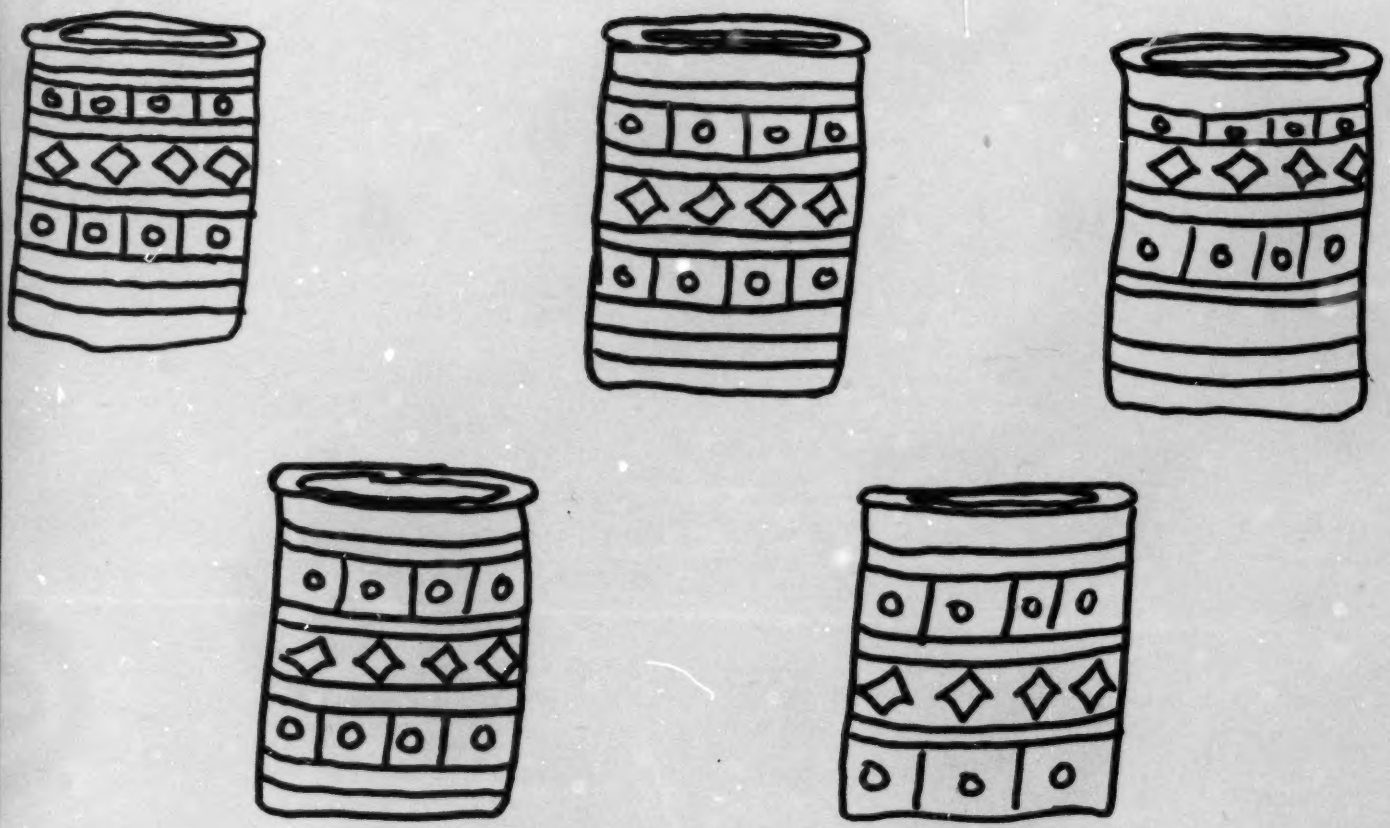

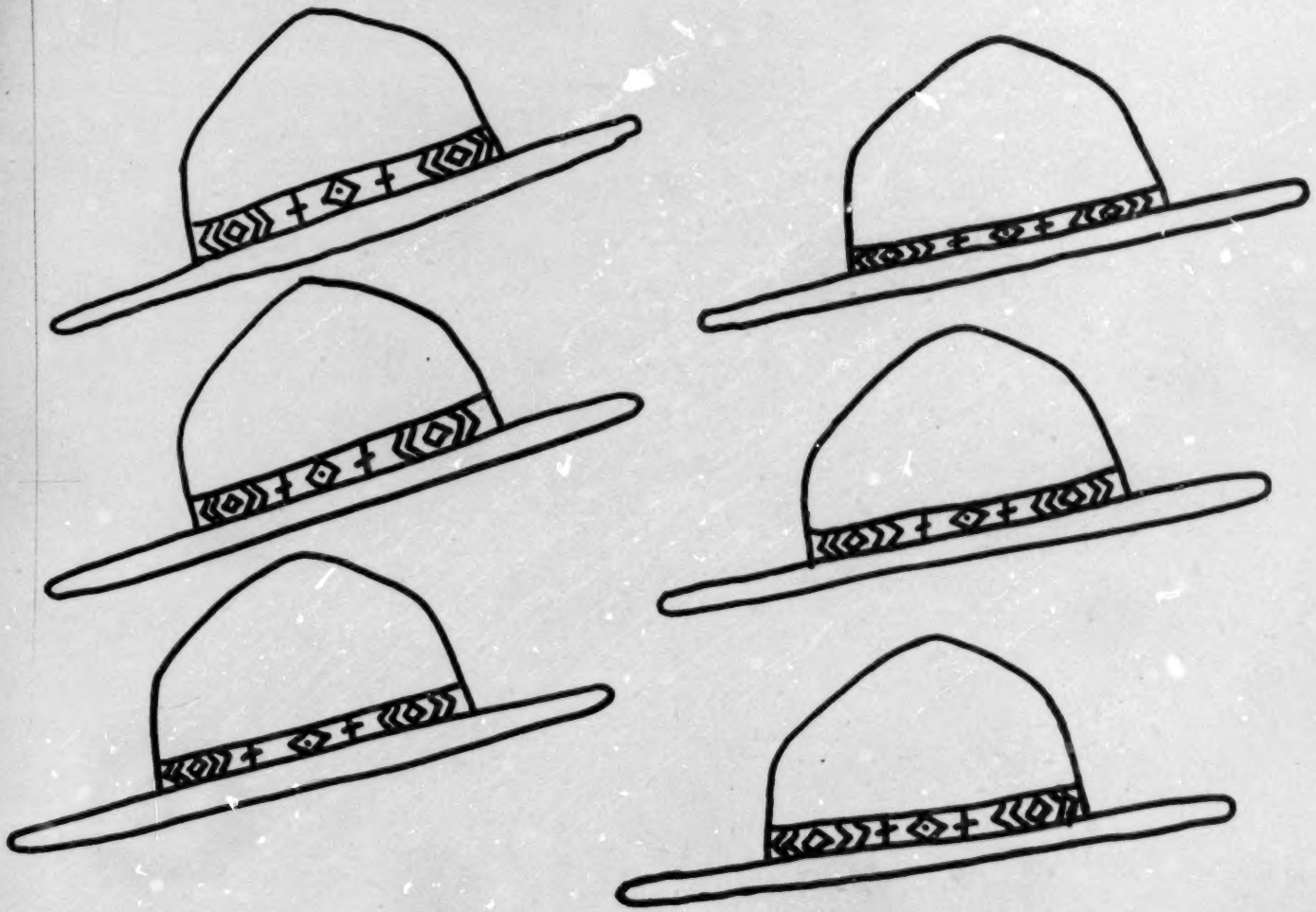

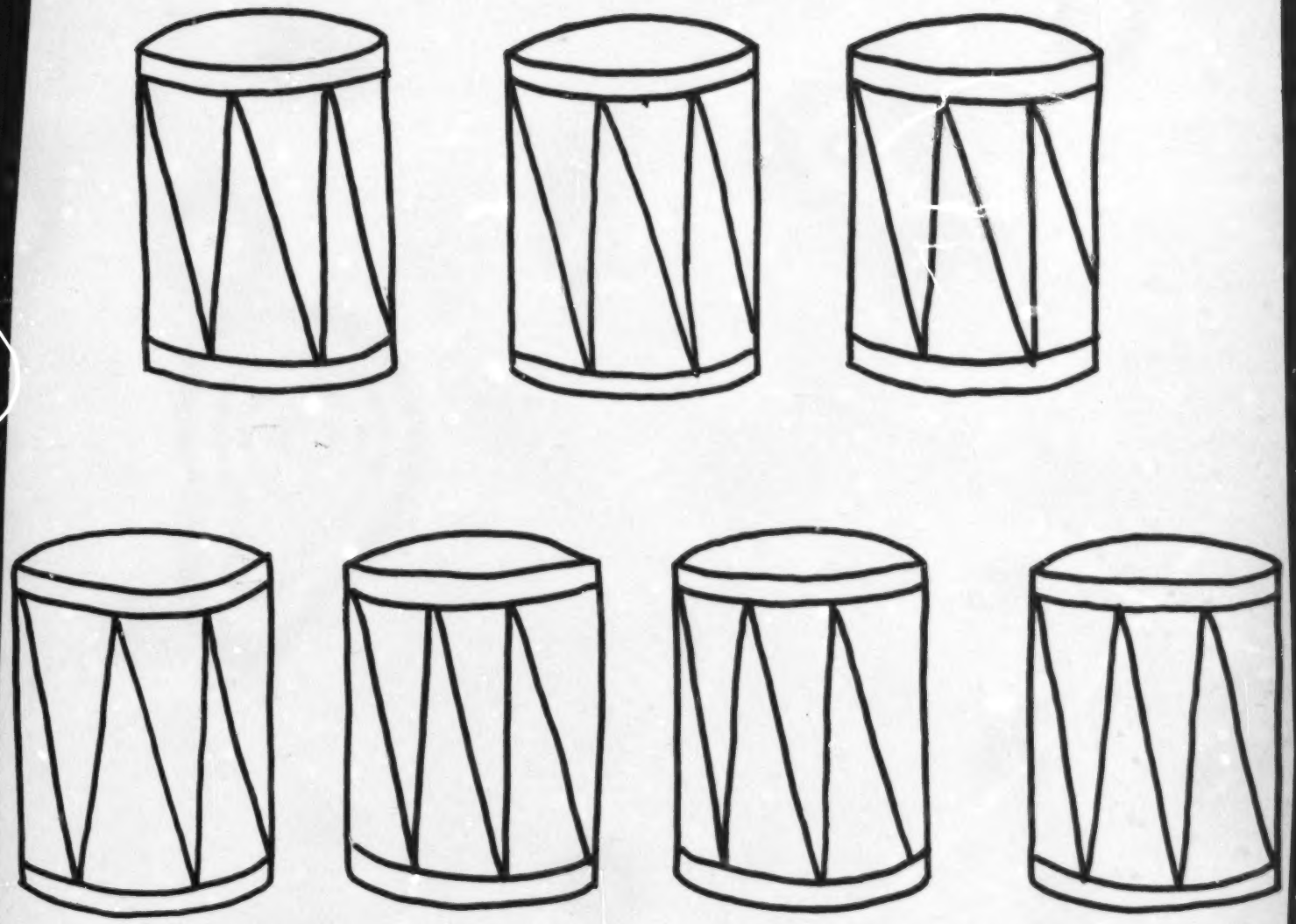

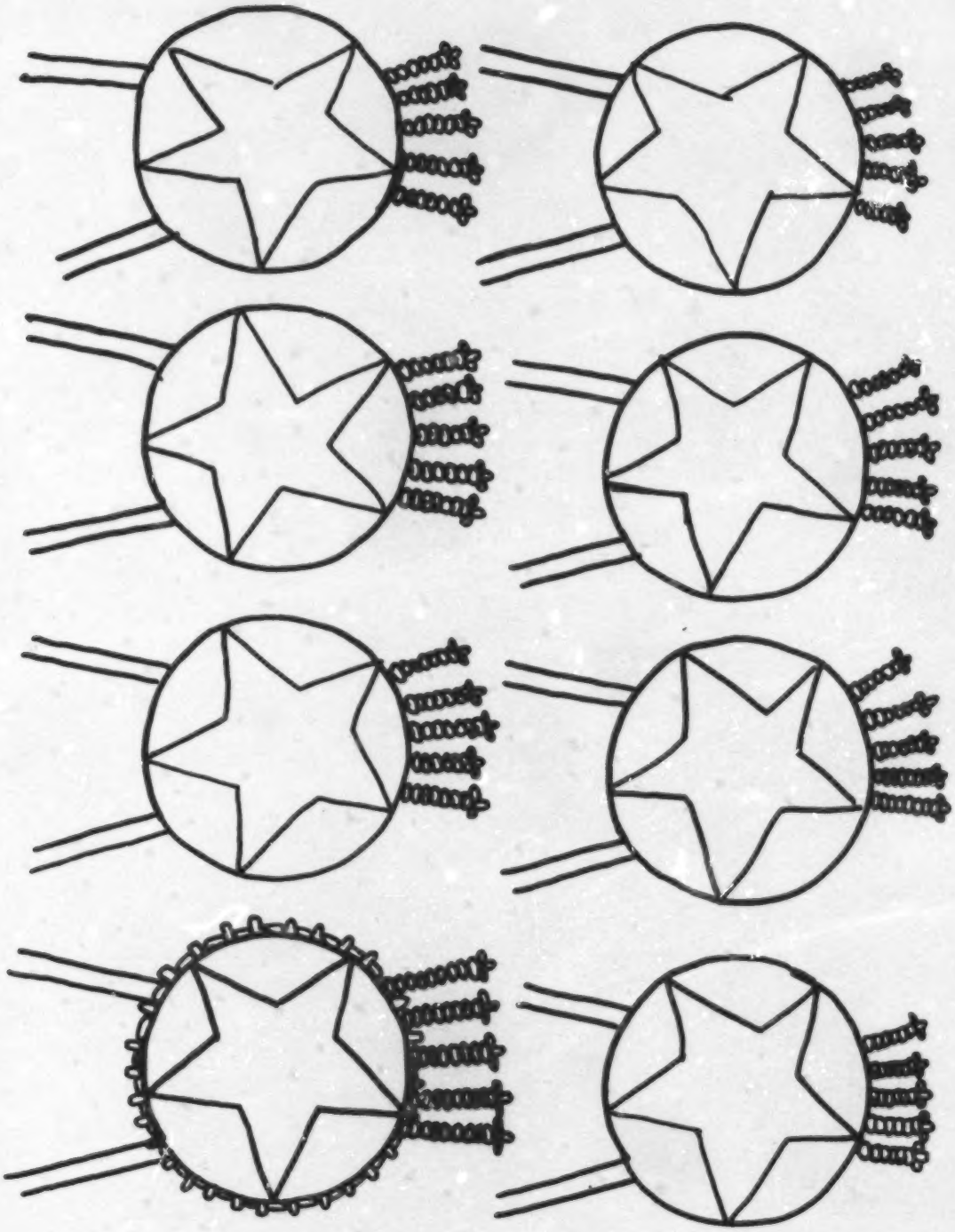

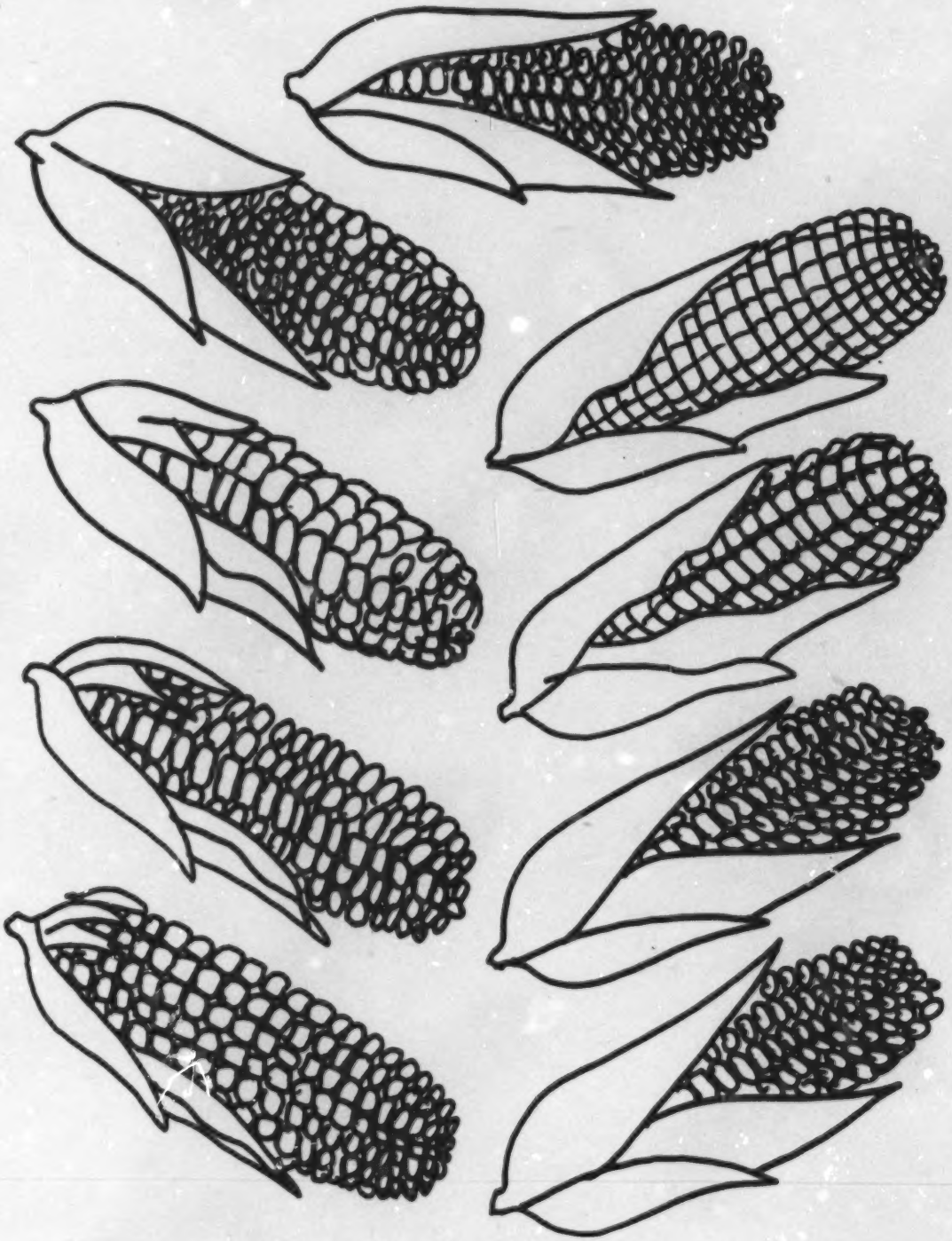

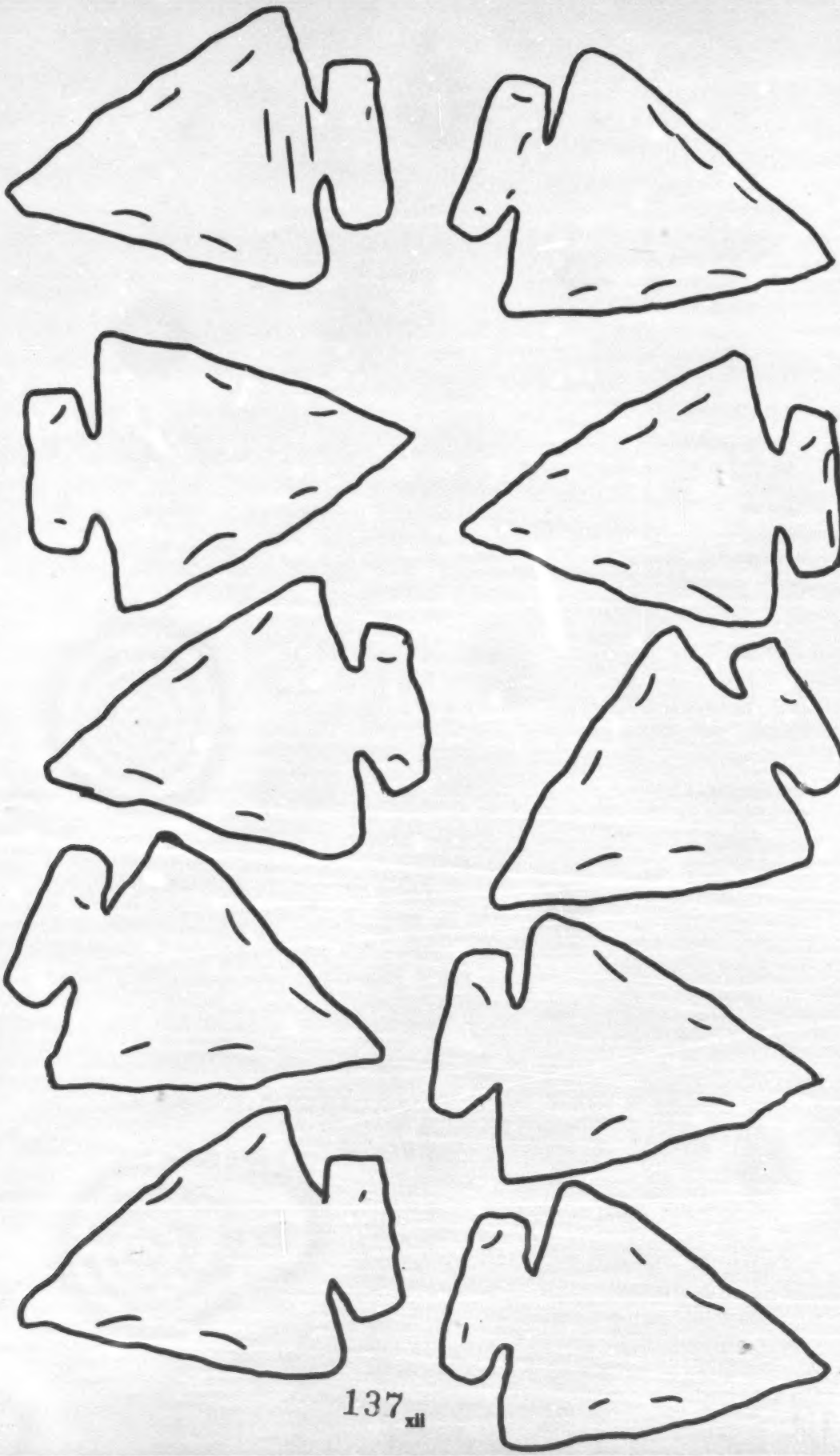

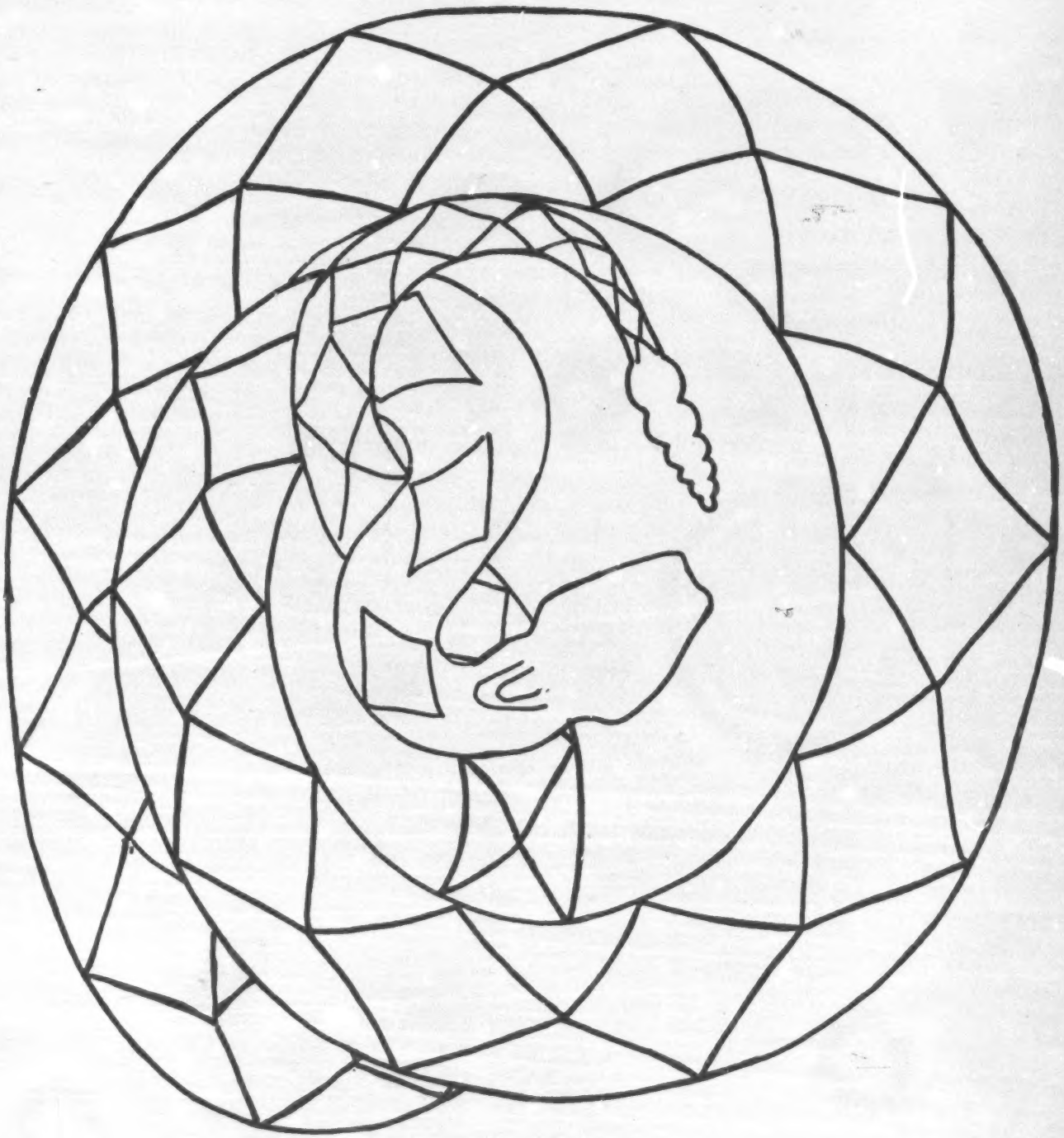

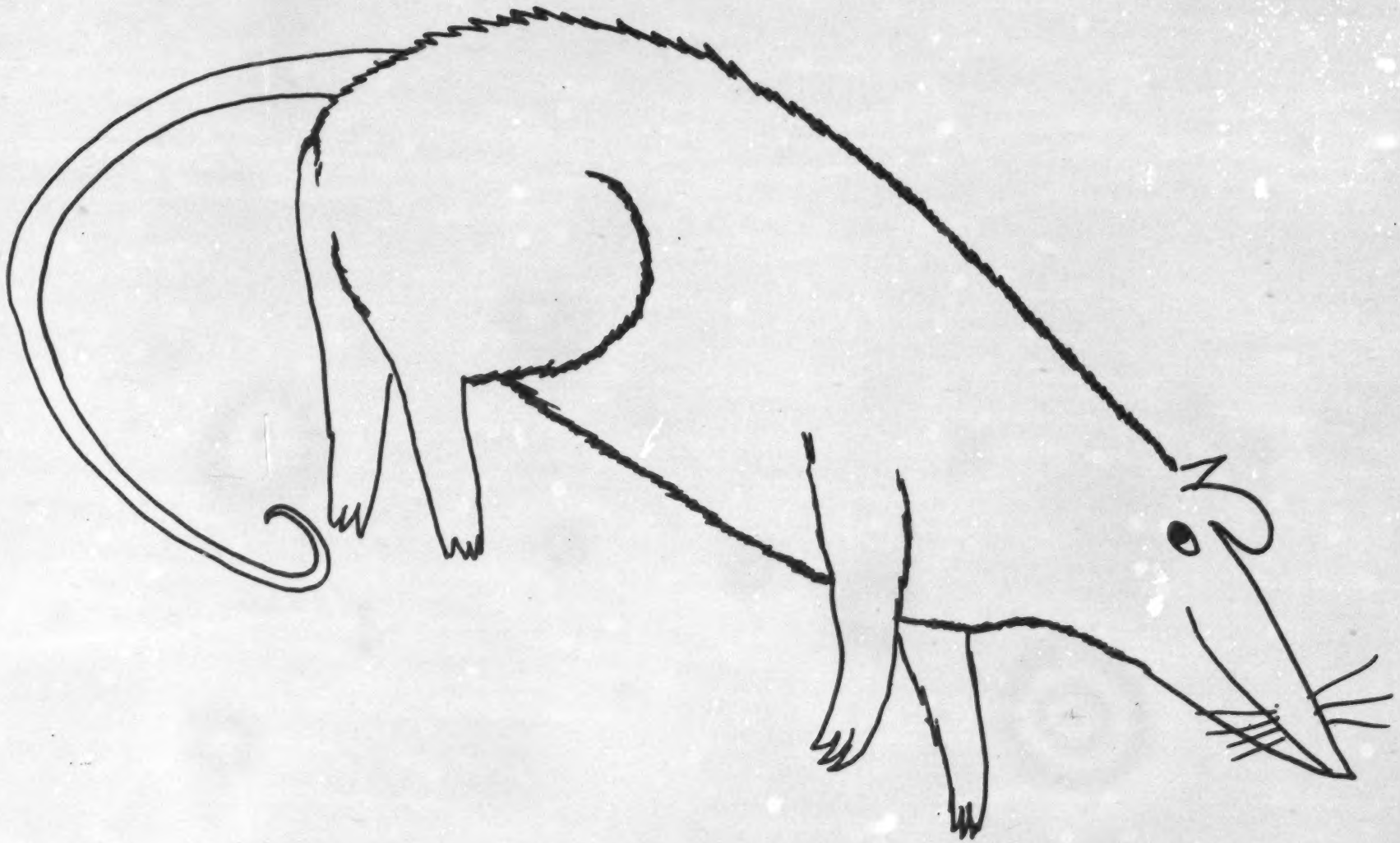

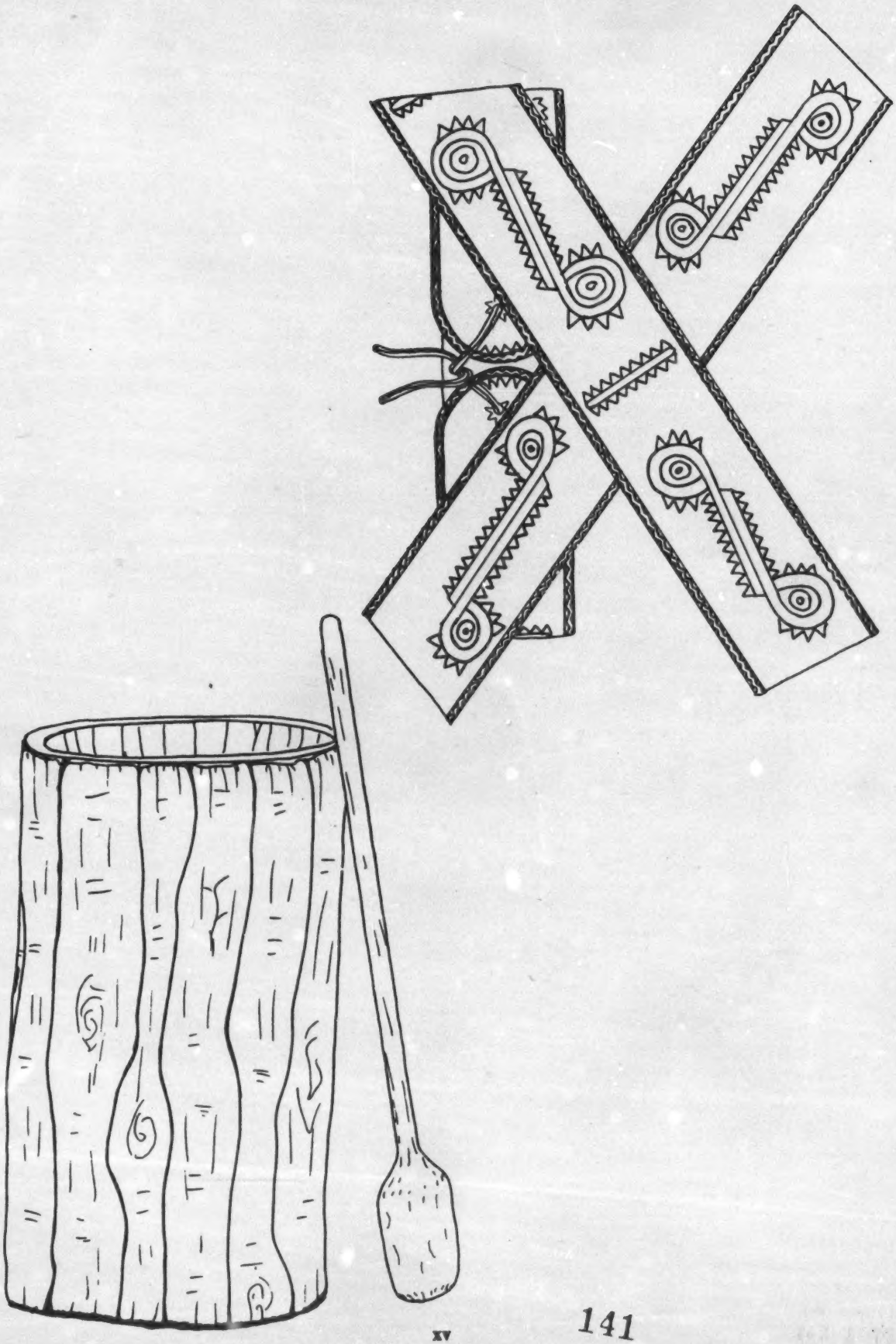

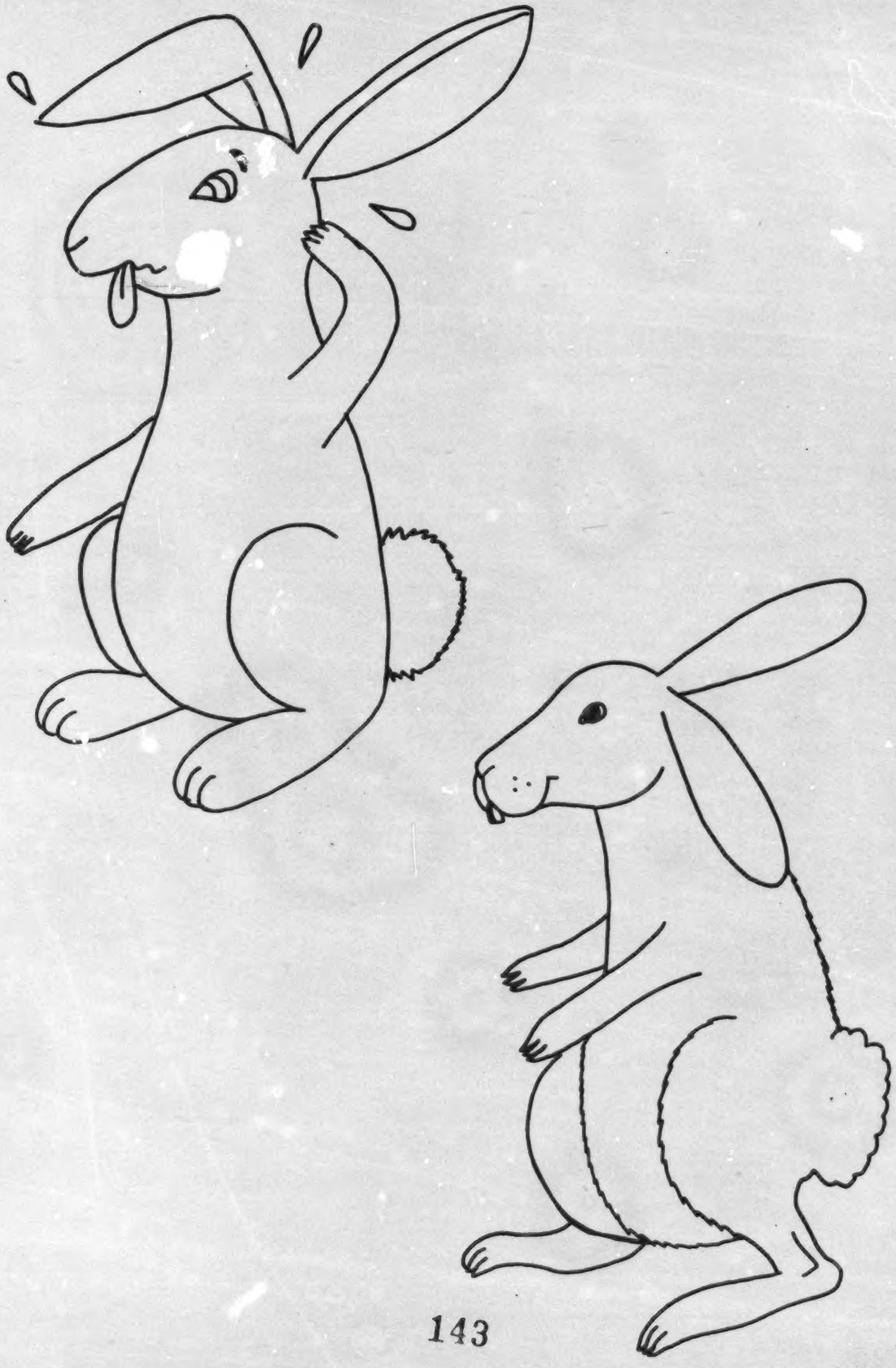

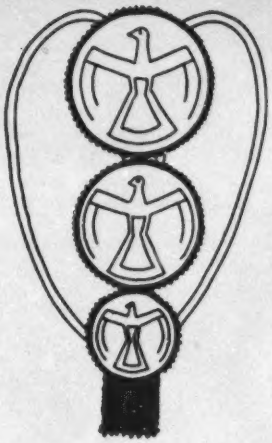

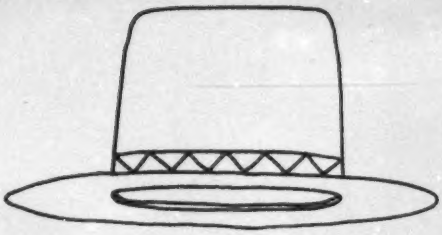

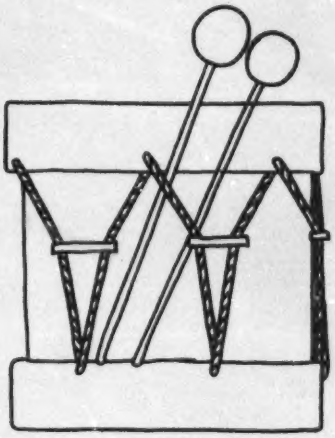

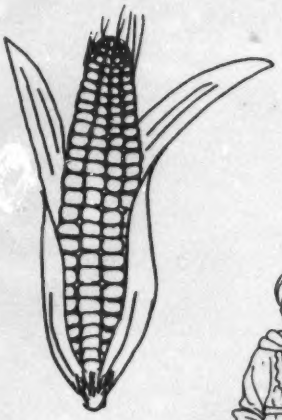

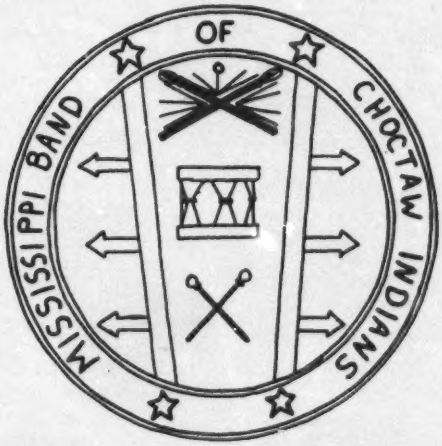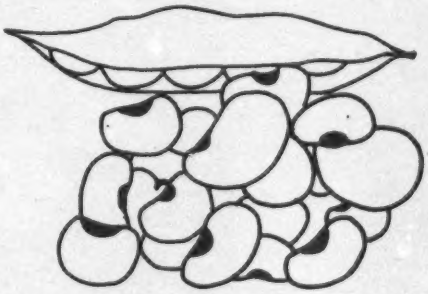
MISSISSIPPI BAND OF CHOCTAW INDIANS